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ABSTRACT

Citizenship test items developed by the National Assessment of Educational Progress were administered to a large sample of 9, 13, and 17-year old students, as part of the Texas Assessment Project. The knowledge and attitudes assessed fell into three categories: (1) political knowledge: constitutional rights, governmental structure, governmental function, and general knowledge; (2) political attitudes: constitutional rights, political processes, and necessity for law; and (3) social attitudes: equal opportunity and respect for others. The resulting data are presented in terms of the percentage answering correctly for each age group. Data are also presented according to each of the following subpopulations or factors: geographic region; type of school district (rural, urban, etc.); school district size; school district expenditure per student; racial or ethnic group; sex; family income; and language spoken at home. (The 101 items administered to the students are included in the appendix.) (GDC)

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CITIZENSHIP

A STATEWIDE ASSESSMENT IN TEXAS

ED170347

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TAP
TEXAS ASSESSMENT PROJECT
Texas Education Agency, Austin, 1978

TEXAS EDUCATION AGENCY

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964; TITLE IX OF THE EDUCATION AMENDMENTS OF 1972; AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act and/or Title IX of the Education Amendments of 1972 is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

The State Board of Education has a long-standing interest in finding out how well Texas students are achieving the basic competencies necessary to function as adults in our society. The Sixty-fifth Texas Legislature expressed its interest in better information for educational planning and improvement, and provided resources to be used for this purpose. To carry out this directive, the Texas Education Agency has conducted a statewide assessment of student achievement in four basic student goal areas.

We are both gratified and grateful for the positive response we received from local school officials in carrying out this assessment. Every one of more than 2,200 school campuses requested to participate in the study agreed to do so, and their cheerful cooperation throughout the effort was of inestimable value to the success of the project. We take this as a sign that the local school districts of Texas share a keen professional interest in being accountable, both in terms of recognizing their successes and of taking appropriate actions to strengthen their programs where weaknesses are identified.

The findings in these reports provide important information about where Texas students are achieving well and where they are experiencing learning problems. But assessment is only the first step toward improvement. The rest of the task consists of finding the problems within and outside the school that underlie low student achievement, adapting or inventing more effective instructional practices to overcome these problems, marshalling the support and commitment of parents and communities in understanding and joining with educators in solving these problems, providing the resources necessary to bring about planned change, and putting these improved instructional practices into effect.

We at the Texas Education Agency call upon local school districts, teacher education institutions, regional education service centers, professional organizations, the Texas Legislature, and the citizens of Texas to join us in using this information to bring about improvements in learning opportunities for Texas students. It is only through concerted efforts of the entire educational community that we can continue to move toward excellence and provide the finest possible educational programs for the children and youth of Texas.

M. L. Brockette

M. L. Brockette
Commissioner of Education

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OVERVIEW

The Texas Assessment Project (TAP) was developed by the Texas Education Agency in cooperation with educators representing a variety of school districts and professional organizations. Designed to measure student achievement in reading, mathematics, writing (composition), and citizenship, the assessment was conducted in response to legal and policy directives from the Texas Legislature and the State Board of Education. These directives are contained in the Texas Education Code, Goals for Public School Education in Texas, Priorities of the State Board of Education, Senate Concurrent Resolutions 29 and 30, and Senate Bill 1 of the Sixty-fifth Texas Legislature.

MEASUREMENT INSTRUMENTS

Three kinds of measures used in the study provide information from different perspectives:

- Norm-referenced Tests (NRT) of reading and mathematics, to compare performance of Texas students with students in a national norm group
- Criterion-referenced Tests (CRT) of reading and mathematics, developed in Texas to determine degree of mastery of essential objectives already established for students in Texas schools
- Test exercises (items) for citizenship and writing, developed by the National Assessment of Educational Progress (NAEP), to determine achievement of Texas students on specific items, and to compare their performance with national and regional results of previous NAEP assessments

Reading and mathematics tests were administered to students in grades 6 and 11; writing and citizenship exercises were administered to 9-, 13-, and 17-year-olds.

ASSESSMENT DESIGN

Goal Areas	Measurement Instruments		
	NRT	CRT	NAEP
Reading	6th Grade	6th & 11th Grades	
Mathematics	6th Grade	6th & 11th Grades	
Writing			9-Year-Olds 13-Year-Olds 17-Year-Olds
Citizenship			9-Year-Olds 13-Year-Olds 17-Year-Olds

SAMPLE OF STUDENTS

The sampling pattern for the study was planned to represent student performance statewide and within each of the 20 regions served by an education service center. The sample was not designed to be representative of any school district, campus, or classroom.

The sampling plan was developed under a contract with Research Triangle Institute (RTI) of Raleigh-Durham, North Carolina and is patterned after a similar sampling design used by the National Assessment of Educational Progress project. It was designed to provide a balance of ages and grades, a proportionate representation of ethnic groups, and a cross-section of different types of school districts. The sample of students tested in each region represents the total school population within that region.

A random sample of 113,307 students was selected to represent the total student population of 854,020 in the age and grade categories selected for testing.[1]

TEST ADMINISTRATION

Tests were given to students by specially trained test administrators both to reduce the burden on school personnel and to ensure uniform administration of the tests throughout the state. A contract to conduct the testing was awarded by the State Board of Education to Research Triangle Institute. In April and May of 1978, over 5,000 testing sessions were conducted in 2,234 elementary and secondary schools.

REPORTS

Findings of the Texas Assessment Project are published in a series of six reports:

- *Reading – Texas Assessment of Essential Objectives*
- *Mathematics – Texas Assessment of Essential Objectives*
- *Achievement in Reading and Mathematics – 6th Grade*
- *Writing – A Statewide Assessment in Texas*
- *Citizenship – A Statewide Assessment in Texas*
- *Summary Report – Texas Assessment Project*

Copies of the reports or additional information may be obtained from:

Texas Education Agency
Division of Educational Assessment
201 East 11th Street
Austin, Texas 78701
Telephone: (512) 475-2066

[1] For a complete description of the sample design, see the publication, *Sample Design for the Texas Assessment Project, Final Technical Report*, available from the Texas Education Agency.

BACKGROUND

The knowledge, skills, attitudes, and experiences which children and youth should acquire to participate as citizens in our society are learned from many sources – family, government, church, and school. What is learned, and when, from these and other institutions may vary according to such factors as age, ethnicity, and sex of the individual. While the school contributes only a portion of the education required, it is the primary source for a planned program aimed at citizenship education for all Texans.

The Texas Legislature emphasized the importance of citizenship by establishing it as the fundamental objective for all public school education. According to Section 2.01 of the Texas Education Code:

> The objective of state support and maintenance of a system of public education is education for citizenship and is grounded upon conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of liberties and rights of citizens.

In this context all public education prepares for citizenship in its generic sense. *The Goals for Public School Education in Texas*, adopted by the State Board of Education, provides a foundation in state policy for citizenship education. Citizenship education, however, is further focused in instruction for students in specified curriculum areas by mandate of the Texas Legislature, by State Board of Education policy, and by local school district policy.

The primary focus on citizenship education is within the social studies curriculum, kindergarten through grade 12. At the present time, a statewide study of the social studies curriculum is underway, with the validation of subgoals and objectives in four disciplines of primary emphasis – geography, history, government, and economics – to be completed by May 1979. A framework for social studies education will include the essential objectives for citizenship which each student should acquire to function effectively as an adult.

The results of this citizenship assessment will provide information for the social studies curriculum study and will be used in seeking consensus of Texas citizens of the school's responsibility for student development in citizenship. Essential objectives for citizenship as a part of the social studies will be used in future assessments.

SELECTION OF MATERIALS FOR THE ASSESSMENT

Test items for assessing student knowledge and attitudes in citizenship were selected from those developed by the National Assessment of Educational Progress (NAEP). NAEP has for each year since 1969 gathered and reported information about national and regional levels of educational achievement. In the area of citizenship, NAEP conducted its first assessment during 1969-70 and conducted a reassessment during 1975-76.

The test items or questions released from the NAEP bank of items were reviewed by the Agency staff to determine whether they met the following criteria before they were included in the Texas assessment:

- Is the item based on citizenship objectives similar to those pursued by most Texas schools?
- Is the item appropriate to the Texas Education Agency's present curriculum framework for the social studies program?
- Is the item in citizenship information usually included in state adopted textbooks?

Constraint in time for test administration limited the type and number of items which could be included in the assessment. The citizenship items selected are contained in Appendix A, page 48.

METHOD USED FOR ASSESSING CITIZENSHIP

The questions used for the assessment dealt with student knowledge and attitudes and did not include skills such as interpreting graphs or voting by ballot. For knowledge questions, the student responded by giving an answer considered to be correct; for attitudinal items, the student chose a response deemed most appropriate. The tests do not provide a total score for citizenship nor do they show student mastery of specific objectives.

Figure 1 illustrates questions which were asked all age groups. Part A is a knowledge question and Part B is an attitudinal question. The acceptable answers have been darkened.

EXAMPLE QUESTIONS USED IN ASSESSING CITIZENSHIP

A. Can laws be changed?
- ● Yes
- ○ No
- ○ I don't know.

B. Should unfair laws be changed?
- ● Yes
- ○ No
- ○ I don't know.

FIGURE 1

PROCEDURES FOLLOWED IN ADMINISTERING THE CITIZENSHIP TESTS

To ensure that Texas student results could be compared with national results, procedures used by the National Assessment of Educational Progress were followed in Texas.

Since NAEP selects students by age groups (9-, 13-, and 17-year-olds) rather than grade level, the same procedure was used for the Texas study. Nine-year-olds were limited to those in grades 3 and 4, 13-year-olds in grades 7 and 8, and 17-year-olds in grades 11 and 12. NAEP personnel cooperated with Research Triangle Institute, the contractor for the Texas Assessment Project, in processing data for deriving national results for the age/grade relationship. These national performance levels are used as a basis for interpretation in this report.

The items in the tests were exact duplicates of the ones used by NAEP and the format of the questions in Texas test booklets was very similar to the format used by NAEP. The 101 items given to Texas students are contained in Appendix A, page 48.

Students were asked to read questions while listening to an audio-tape. The tape reduced measurement error due to reading difficulty of test items.

ARRANGEMENT FOR REPORTING RESULTS

The results of the citizenship assessment are organized into three general themes: political knowledge, political attitudes, and social attitudes. Each theme has been divided into subtopics composed of questions or items which cluster around a common subject. General themes and subtopics follow:

Political Knowledge (theme)

- Recognizes constitutional rights (subtopic)
- Knows the structure of government
- Knows the functions of government
- General political knowledge

Political Attitudes

- Understands constitutional rights
- Supports the political process
- Understands the necessity for law

Social Attitudes

- Supports equal opportunity
- Respects and shows concern for others

A complete listing of results by all reporting variables is found in Appendix D, page 59.

SPECIAL CONSIDERATIONS

When reviewing results, several factors should be kept in mind:

- The items used in assessing citizenship achievement serve as a survey of student knowledge and attitudes. Not all the items were administered to each student at each age level. The items are very specific; no attempt is made to cover the citizenship area or to produce a "citizenship" score.
- The sampling procedures which were used permit reporting with a high degree of confidence that the findings represent performance of Texas students of these age levels.

- No information is available from this study about the performance of any school district, school campus, educational program, teacher or individual student. Therefore, no attempt should be made to use these findings to make judgments about the performance of any single local school district, campus, teacher, or student.

- The findings reported here are results from measurements taken in April of 1978. To measure changes in the performance of students, data must be gathered over a period of time.

- Conventional methods were used to determine statistical significance of differences between group scores. Differences which are significant are used as the basis for reporting findings about results on individual questions. The methodology for determining statistical significance, including sample sizes, is contained in the technical documentation for the Texas Assessment Project.

- Since the performance of Texas students is being compared with the performance of students nationally, consideration should be given to selected variables which may contribute to better understanding of the Texas results. Texas has approximately the same proportion of black students, but more than four and one-half times as many Mexican American students as the nation. Texas also has a higher proportion of persons below the poverty level than the nation.[2] These figures are displayed in the following charts:

COMPARISON OF TEXAS WITH THE NATION:
ETHNIC STUDENT POPULATION

	TEXAS	UNITED STATES
MINORITY STUDENT POPULATION		
Black	15.3%	14.5%
Mexican American	25.3%	5.6%
Other	59.4%	79.9%
(Texas Education Annual Fall Survey, 1977, and U.S. Bureau of Census Statistical Abstract, 1977)		

[2]Poverty percentages are based on 1975 data which defined the poverty level as $5,500 for a non-farm family of four.

COMPARISON OF TEXAS WITH THE NATION: POVERTY LEVEL

	TEXAS	UNITED STATES
PERSONS BELOW THE POVERTY LEVEL (U.S. Bureau of Census Statistical Abstract, 1977)	15.2%	11.4%

The relationship between measurements of academic performance and students grouped by ethnicity or by economic status has been documented in educational research. Results have shown that black and Mexican American students generally perform below "other" students on standardized tests.

Since Texas has a larger proportion of minority students and a greater percentage of persons below the poverty level than the nation, performance of Texas students as a group might predictably be lower than national performance, particularly on cognitive items.

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STATEWIDE PERFORMANCE OF TEXAS STUDENTS IN CITIZENSHIP

This section of the report presents the performance of Texas 9-year-old, 13-year-old, and 17-year-old students as compared with their national age group counterparts on tests of citizenship. The section focuses on student performance around three themes – political knowledge, political attitudes, and social attitudes – and the subtopics under each theme.

Throughout this report major attention is given to the performance results of the oldest students who took a given test item. Normally, younger students taking the same item performed less well than did older students, and there was a pattern of better performance from earlier to later ages. In a few cases, however, the reverse was true and these are noted.

An item answered correctly by fewer than 50 percent of Texas students suggests less than satisfactory achievement regardless of age level. However, performance of students on each item is judged to be satisfactory if it is answered correctly by (1) 50 percent or more 9-year-olds; (2) 75 percent or more 13-year-olds; and (3) 85 percent or more 17-year-olds. The percentage of students in the nation who answered the item correctly should also be taken into consideration in interpreting the performance of Texas students.

POLITICAL KNOWLEDGE

This part reports the performance of Texas students on knowledge of constitutional rights, structure and function of government, and other general political knowledge.

Recognizes Constitutional Rights

The U.S. Constitution contains the fundamental rights of American citizens. A series of questions surveyed students' knowledge of such entities as the rights of a person who has been accused of or arrested for a crime, freedom of speech, and other constitutional freedoms. Table I shows the performance of students in Texas and in the United States by age group on a set of general questions about constitutional rights. The percentage indicated for each item throughout this report represents the percent of students who gave the correct or most appropriate response to the question. Seventeen-year-old Texans performed similarly to their national counterparts on all of the questions displayed in Table I. Eight-five percent or more 17-year-olds correctly answered four of the five questions.

TABLE I

RECOGNIZES CONSTITUTIONAL RIGHTS – GENERAL RIGHTS
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %	Texas %	U.S. %
President cannot stop criticism from media	42	55	81	80	90	88
President, judge, and army general must obey laws	57	66	76	73	80	76
Congress cannot stop newspaper from criticizing President and Congress			70	72	85	85
Congress cannot establish national church			64	69	86	83
Determine who lives next door—not a constitutional right			78	87	96	97
Police cannot search house without warrant—right to privacy			86	90		

Another group of questions dealt with knowledge about a person's rights when accused of or arrested for a crime. Table II shows the results of students' knowledge about these rights. Texas 17-year-olds performed well on six of the items in this group. Their knowledge of rights of a person in jail to consult with family and to select jury members from a panel was less adequate. However, they performed as well as their national counterparts on these two items.

TABLE II

RECOGNIZES CONSTITUTIONAL RIGHTS – RIGHTS OF AN ACCUSED PERSON

Percentages of Texas & U. S. Students Answering Correctly

	AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %
Right to remain silent	87	91	96	97
Right to know what he/she is being accused of	98	98	99	99
Not a right to see member of family before being jailed	37	35	62	58
Right to be represented by lawyer	98	98	99	99
Not a right to go free if stolen goods are returned	87	88	93	93
Police cannot hold arrested person in jail while evidence is being collected	70	74	87	89
Right to change location to receive fair trial	71	75	88	79
Right not to accept first 12 persons called for jury duty in murder trial	43	48	75	73

Knows The Structure Of Government

Citizens should know how government is organized. Seventeen-year-olds were asked to identify specific public offices as either executive, legislative, or judicial branches of government. Table III shows the results.

With the exception of one item, fewer than 80 percent of Texas 17-year-olds were able to answer these items correctly. A high percentage of Texas students did not demonstrate knowledge of the terms of office of members of Congress nor their apportionment to each state. Substantial numbers of 17-year-olds could not match specific offices with the three branches of government. A small percentage of 17-year-olds were able to identify correctly officers of the executive branch. However, students in the nation performed similarly on this item.

TABLE III

STRUCTURE OF GOVERNMENT
Percentages of Texas & U. S. Students Answering Correctly

	AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %
Congress composed of House of Representatives & Senate	61	66	80	90
Each state has two U.S. Senators	21	32	45	56
Number of U.S. Representatives varies with state population	26	32	51	59
State with small population may have more senators than Representatives			30	38
U.S. Senators elected to six-year terms of office			22	27
Recognizes public officers in three branches of government				
• Executive (sheriff, president, cabinet, governor)			7	7
• Legislative (Congress, state assembly)			39	51
• Judicial (Supreme Court)			64	68

Knows The Functions Of Government

Do Texas students know how governmental functions are divided, i.e., the concept of separation of powers? Performance on questions related to the three branches of the federal government is displayed in Table IV. On most of these questions, Texas students, like their national counterparts, demonstrated low levels of knowledge. Fewer than half of Texas 17-year-olds were able to give correct answers to six of these eleven items. Their national counterparts also performed poorly on these items.

TABLE IV

FUNCTIONS OF GOVERNMENTS: OPERATIONS OF THE FEDERAL GOVERNMENT

Percentages of Texas & U. S. Students Answering Correctly

	AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %
President can suggest new laws, can veto laws, but cannot appoint people to Congress	33	33	48	45
Congressional power over appropriations can stop military actions	16	15	20	23
Congress can pass law to double amount of federal income tax	33	40	38	47
Congress can impeach officials other than President			84	79
Vice President vacancy filled by nomination by President and majority vote of each house of Congress			50	55
Senate Chairman of Foreign Relations Committee best person to get trade bill voted on			44	44
Functions of three branches of government:				
Executive				
• Direct and carry out laws			37	35
• Veto bills			60	64
Legislative				
• Write and pass laws			70	71
• Approve presidential appointments to office			40	46
Judicial				
• Judge if laws are constitutional			73	71

Results of questions concerning division of responsibilities among national, state, and local governments are illustrated in Table V. Both 13-year-olds and 17-year-olds performed poorly on questions about the responsibilities of local governments with respect to military service and public schools. Nine-year-olds and 13-year-olds demonstrated low understanding of governmental responsibility for the operation of television and movie facilities. Performance of Texas students was similar to that of students in the United States on these items.

TABLE V

FUNCTIONS OF GOVERNMENT—NATIONAL, STATE, AND LOCAL
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %	Texas %	U.S. %
Comparing function of three levels of government						
• all levels make laws	67	62	58	67		
• all try to prevent crime	58	58	79	80		
• all do not have large army, navy, and air force	51	48	68	72		
Governmental functions						
• do not usually own and run movie theater	39	39	72	65		
• do usually own and run police station	69	64	75	87		
• do not usually own and run farm	69	66	82	77		
Responsibilities of local government						
• pay policemen and firemen with tax money	58	53	77	81		
• do not pay for running local television station with tax money	41	38	58	60		
• do not make laws about military service			43	51	76	74
• do usually operate public schools			71	69	67	71

Another group of questions dealt with the powers of the court. Table VI shows that Texas 17-year-old students performed well on three of these items, as did their national counterparts.

TABLE VI

FUNCTIONS OF GOVERNMENTS – POWERS OF THE COURT
Percentages of Texas & U. S. Students Answering Correctly

	AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %
Court cannot declare war	76	73	83	79
Court can decide who owns an invention	54	57	74	75
Court can decide about job discrimination	64	70	86	85
Duty of jury in criminal trial is to determine guilt or innocence	89	89	96	96

General Political Knowledge

A number of questions were included to determine student awareness of specific facts which were not included under other subtopics of political knowledge. Table VII shows the percentage of student responses on these items.

Although several alternative answers (such as America, U.S., and U.S.A.) were acceptable, more than half of Texas 9-year-olds could not specify the name of the country. As with 9-year-olds in the nation, many Texas 9-year-olds did not know how many states are in the United States.

TABLE VII

GENERAL POLITICAL KNOWLEDGE – TEXAS AND THE U.S.
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %	Texas %	U.S. %
Name of our nation	41	59				
Number of states in the United States	66	62				
Name of the President of the United States	85	80				
Name of the state in which student resides	86	72				
Name of the governor of the state in which student resides			59	59	83	73

Other questions covered general political knowledge about laws, international government, and political parties. Table VIII shows that a large percentage of Texas 13- and 17-year-olds understood that laws can be changed, that voting is not required by law, and that other countries have political parties and elected leaders. A majority of Texas students, like their national peers, did not know that political candidates are not required to be chosen by political parties.

TABLE VIII

GENERAL POLITICAL KNOWLEDGE – LAWS, GOVERNMENT, AND POLITICAL PARTIES
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %	Texas %	U.S. %
The United States is not the only country which has						
• political parties			76	78	87	80
• a written constitution			57	47	70	65
• national leaders who are elected			77	75	84	82
The main purpose of the United Nations is to help countries settle differences peaceably			50	62	76	85
Income tax supplies most of the money to run the federal government			72	72	78	74
Laws can be changed	64	71	88	91	95	97
Laws do not require adults to vote	73	72	84	86		
It is not against the law to start a new political party			45	42	77	76
The Constitution does not state that the candidates for President have to be those chosen by political parties			39	31	42	38

POLITICAL ATTITUDES

This section reports attitudes that Texans have toward basic principles and concepts of our political system.

Understands Constitutional Rights

The rights of every citizen are defined in the U.S. Constitution, but the exercise of these rights is dependent upon their equal application to all citizens and their acceptance by all citizens. Several questions surveyed student attitudes toward some constitutional rights. Table IX shows that Texas 17-year-olds demonstrated understanding of some of the rights guaranteed by the U.S. Constitution. Their understanding of the right to protest government action and the relationship of literacy to voting rights was low, however. Many 9- and 13-year-olds did not demonstrate understanding of voting requirements. Their performance on these items was lower than their national counterparts.

TABLE IX

UNDERSTANDS CONSTITUTIONAL RIGHTS: BASIC RIGHTS
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %	Texas %	U.S. %
President should not have the right to stop the media from criticizing him	39	54	73	74	85	85
Voting rights:						
People who cannot read or write should be allowed to vote	42	55	58	66		
Black male, 27 years old, married, living in the city, and working in a factory should be allowed to vote. (Picture and description used in test.)	89	93	98	98	99	98
White male, 25 years old, wearing a beard, married, unemployed, and wife working to earn money for family should have the right to vote. (Picture and description used in test.)	60	75	68	81	84	87
Women should run for public office and take part in the government much the same as men do.			73	68	78	79
People who disagree with the government should be allowed to meet and hold public protests			54	55	58	64

Supports The Political Process

Understanding of and participation by young people in the political process are important if our system is to serve the American citizen. Table X reveals the results of items which measure attitudes toward some of the premises upon which the American political system is founded.

Texas students at ages 13 and 17 understood better than their national peers the importance of having more than one political party. They showed less support of the idea that citizens should be free to criticize their government and that governmental processes will be improved because of citizen input. Both 13- and 17-year-old Texans agreed at about the same level as their national counterparts that it is better for citizens to complain to the government about something being wrong rather than to keep quiet.

TABLE X

SUPPORTS POLITICAL PROCESS—FUNDAMENTALS OF AMERICAN POLITICAL SYSTEM
Percentages of Texas & U. S. Students Answering Correctly

	AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %
Disagree that it would be better if we had one political party	68	63	85	77
Disagree that it is wrong to criticize the government	42	41	67	70
Agree that citizens must always be free to criticize the government	49	52	73	79
Agree that it is good for a government to be frequently criticized	38	45	55	61
Disagree that people should not criticize the government because it interrupts the government's work	52	60	79	84
Agree that when something is wrong, it is better to complain to the government about it than to keep quiet	78	81	84	86

Another series of questions dealt with the extent to which students discuss current events with friends, parents, and teachers and the extent to which they have worked individually or with other students to bring about changes in their school (such as changes in school rules, improvements in the buildings or grounds, changes in courses offered, increase in extra-curricular activities, and changes in the ways decisions are made). These items are not direct measures of student attitudes, but they give some indication of student interests in these areas.

Most students discuss current events with their teachers. However, fewer students discuss such topics with their parents and even fewer reported discussing them with their friends. About two-thirds of students reported that they have taken active steps to bring about changes in their schools. Table XI shows how students responded to these inquiries.

TABLE XI

SUPPORTS THE POLITICAL PROCESS – DISCUSSING EVENTS AND PARTICIPATING IN BRINGING ABOUT CHANGE
Percentages of Texas & U. S. Students Answering Correctly

	AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %
Discuss what other countries are doing with				
• friends	40	38	46	45
• parents	61	61	60	61
• teachers	63	78	79	81
Discuss what is going on in our country in government and politics with				
• friends	35	41	53	53
• parents	62	67	67	72
• teachers	61	74	80	84
Work individually or with other students to bring about changes in their school	62	68	65	69

Understands The Necessity For Law

Our society is based on rules which are made to protect all individuals from unfair treatment and to protect their rights, freedom, and safety. Some of the items measuring attitudes centered not only upon students recognizing that rules and laws have emerged to protect them and society, but also that a tenet of our political system is that unfair laws should be changed. Texas students of all three age groups performed well on these items, as shown in Table XII.

TABLE XII

UNDERSTANDS THE NECESSITY FOR LAW: ATTITUDES ABOUT THE NATURE OF LAW IN OUR SOCIETY
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %	Texas %	U.S. %
Agree that unfair laws should be changed	73	78	91	91	96	96
Agree that talking things over with another nation is better than fighting			94	95	97	95
Agree that it is very important to obey the law, even in a situation when others disobey, such as riding bicyles the wrong way on one-way streets	94	91	77	68		
Show understanding that laws protect everyone's rights even though they may differ in religion, the foods they eat, or speak different languages	63	54	74	77		
Look for teacher or principal to stop students fighting	87	70	32	41	36	29

In dealing with the concept that order and rational actions should take place in disputes between nations, 94 percent of Texas 13-year-olds and 97 percent of the 17-year-olds agreed that talking things over with another nation is better than fighting. A large majority of students in all three age groups agreed that unfair laws should be changed.

On the item dealing with the importance of obeying the law even when others are disobeying it, the data presented give the impression that a smaller percentage of 13-year-olds than 9-year-olds support obedience of the law. This is, however, largely an artifact of the scoring method used for this item. The student was asked to select one of the following responses:

- very important to obey the law
- somewhat important to obey the law
- not very important to obey the law
- not important to obey the law at all

Among 9-year-olds, 94 percent responded that it is "very important" to obey the law and 3 percent responded that it is "somewhat important." Among 13-year-olds, 77 percent responded that it is "very important" and an additional 17 percent responded that it is "somewhat important." Only the "very important" responses were counted in scoring the item. If both responses were counted, however, 97 percent of 9-year-olds and 94 percent of 13-year-olds said that it is important to obey the law. Viewed in this context, the performance of the two age groups on this item was similar.

On another item in Table XII, a variation emerged in the responses students gave to what they would do if they saw several students fighting in the hallway at school. Figure 2 shows that a large percentage of 9-year-olds indicated that they would try to find a teacher or principal to stop the fight; substantially smaller percentages of 13-year-olds and 17-year-olds gave this response. Conversely, many 13-year-olds and 17-year-olds indicated that they would stay and watch the fight, as compared with only a small percentage of 9-year-olds who answered this way. This constituted a reversal of the general pattern of growth in understanding from age 9 to ages 13 and 17 observed in most of the items on the citizenship tests. However, the responses of each age group were very similar to the way their counterparts in the nation responded to this question.

STUDENT'S REACTION TO OTHER STUDENTS FIGHTING IN HALLWAY

Percentages of Texas Answering Correctly

If you saw several students fighting in a school hallway, what would you do?

	AGE 9 %	AGE 13 %	AGE 17 %
Stay and watch the fight	2	50	42
Try to stop the fight myself	8	6	8
Look for a teacher or principal to stop the fight	87	32	36
Leave as soon as possible and not report the fight	1	7	6
I don't know.	1	5	8

FIGURE 2

Analysis of responses to this item of students in the various sub-populations yields several interesting observations:

- Percentage of girls giving the appropriate response was lower for 13-year-olds than for 9-year-olds, but was higher again for 17-year-olds. This was not true for boys, among whom the percentages giving the appropriate response were successively lower from 9-year-olds to 13-year-olds to 17-year-olds. More than twice as many 17-year-old girls (50 percent) gave the appropriate response as did 17-year-old boys (20 percent).

- Higher percentages of students from urban districts responded appropriately than did students from suburban and rural districts.

- Higher percentages of students from low income families gave the appropriate response than did students from average and higher income families.[3]

- Higher percentages of students from homes where another language is spoken responded appropriately than did students from homes where English is spoken predominantly.

However, it is important to note that with every sub-population of students there was a sharp drop in percentages of 13-year-olds giving the appropriate response as compared with 9-year-olds, with competing inappropriate responses being given in the general direction displayed in Figure 2. It also appears important that 9-year-olds were more certain than older students about what they should do in the face of violence, as indicated by almost no "I don't know" responses by 9-year-olds.

[3] "Low income family" means that a student is eligible for participation in the free or reduced price lunch program.

SOCIAL ATTITUDES

There are certain principles that are essential for the maintenance of the democratic form of government. Among these principles are equality of opportunity among peoples and respect and concern for others. Do students in Texas believe in these principles? Their responses are presented in this portion of the report.

Supports Equal Opportunity

What should be the determining factors for getting a job? Should women receive the same pay as men for doing the same work? Table XIII shows the reactions of students to these questions.

A large majority of students in all three age groups supported the concept of equal employment opportunity with regard to sex, race, religion, and nationality. But almost half of Texas 17-year-olds responded that they would be reluctant to recommend both a 68-year-old and a 15-year-old for a job at the place where they work. However, when asked about each person separately, about 70 percent of 17-year-olds indicated they would be willing to recommend the person.

TABLE XIII

SUPPORTS EQUAL OPPORTUNITY: JOB SITUATIONS
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %	Texas %	U.S. %
Women should receive the same pay as men for doing the same work	82	86	94	95	97	95
Getting a job should not depend on your sex, skin color, political opinions, or religion, but should depend on your abilities and skills			72	66	85	79
Recommend consideration of job applications of ex-convict and physically handicapped person					76	73
Recommend consideration of job applications of a 68-year-old person and a 15-year-old person					55	68
Agree that qualified person should get job regardless of color, religion, or nationality			95	95	94	97

Attitudes of students regarding equal opportunity related to other rights in society are shown in Table XIV. Seventeen-year-olds demonstrated support for equal opportunity in terms of access to public facilities by persons of different race, religion, and nationality. However, 9-, 13-, and 17-year-olds indicated less support of equal opportunity for males and females.

TABLE XIV

EQUAL OPPORTUNITY: RIGHTS IN SOCIETY
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13		AGE 17	
	Texas %	U.S. %	Texas %	U.S. %	Texas %	U.S. %
Disagree that people of certain races or religions should be kept out of important positions in our nation			79	79	81	82
Agree that women should have the same rights as men in every way			67	53	60	62
Agree that swimming pools should admit people of all races and nationalities to swim together in the same pool			77	78	80	82
Disagree that hotels are right to refuse to admit people of certain races or nationalities			80	84	89	90
Agree that girls and boys should be allowed to play on the same baseball team	72	74				

Respects And Shows Concern For Others

Attitudes of 9- and 13-year-olds regarding respect for others, concern for the well-being of others, and responsibility for their own actions are displayed in Table XV. High percentages of 9-year-olds indicated a concern for others in three situations. However, almost half of 9-year-olds indicated reluctance to include a person who does not play well on a team when competition is involved. About half of 9- and 13-year-olds responded that they would acknowledge having damaged the property of others and would take responsibility for their actions.

TABLE XV

SHOWS RESPECT AND CONCERN FOR OTHERS
Percentages of Texas & U. S. Students Answering Correctly

	AGE 9		AGE 13	
	Texas %	U.S. %	Texas %	U.S. %
Would ask handicapped person to play on baseball team	83	86		
Would pick person who does not play very well on kickball team when competing with other class or when playing for fun	52	56		
Would listen and try to understand rules and feelings of others in situation when school playground rules have been changed and some of the students dislike the new rules	78	71		
When something is accidently broken, would not hide the breakage and would take blame for his or her own actions	54	56	55	52
Would take action to eliminate piece of glass on playground	98	94		
In working in a group, is often willing to listen to ideas of others, to suggest ways to work together, to tell the group how well we are doing, and to work hard to help the groups	8	13		

On the item in Table XV dealing with how the 9-year-old describes his or her willingness to work in a group, the way the data are scored and presented leads to the impression that many students are unwilling to take on effective leadership roles in the group. However, when each of the four parts of the exercise is analyzed separately, and when both the responses "often" and "sometimes" are considered appropriate, more positive results are obtained, as shown in Figure 3.

ATTITUDES TOWARD WORKING IN A GROUP

	Often	Sometimes
When I'm working in a group:		
• I'm willing to listen to the ideas of others.	64%	29%
• I'm willing to suggest ways the group might work together.	38	54
• I'm willing to tell the group how well we are doing.	33	45
• I'm willing to work hard to help the group.	72	25

Figure 3

FINDINGS ON THE STATEWIDE PERFORMANCE OF TEXAS STUDENTS

Do Texas students recognize and understand their constitutional rights? How much do they know about the structure and functions of various levels of government? To what extent do they support equality of opportunity for all citizens? What are their attitudes about the necessity of laws in our society? The results of this assessment involving 101 test items give an indication of the extent to which Texas 9-, 13-, and 17-year-olds have attained some of the knowledge and attitudes that are considered important for a citizen to possess. The following conclusions are drawn from the evidence:

1. Eighty-five percent or more of the oldest students[4] taking each of the following 27 test items answered correctly:

   President cannot stop criticism from the media.

   Congress cannot stop a newspaper from criticizing President and Congress.

   Congress cannot establish a national church.

   Person cannot determine who lives next door.

   Police cannot search house without warrant; a person has right to privacy.

   Arrested person has the right to remain silent.

   Arrested person has the right to know what he/she is being accused of.

   Arrested person has the right to be represented by an attorney.

   Arrested person cannot go free if stolen goods are returned.

   Police cannot hold arrested person in jail while evidence is being collected.

   Trial can be moved if fair trial is not possible.

   Court can decide about job discrimination.

   Duty of jury in criminal trial is to determine guilt or innocence.

[4]Seventy-six of the items were taken by two or more age groups. The performance results of the oldest students who took a given test is considered most significant for reporting purposes.

Name of President of the United States.

Name of the state in which student resides.

The United States is not the only country which has political parties.

Laws can be changed.

President should not have the right to stop the media from criticizing him.

Black male, 27 years old, married, living in the city, and working in a factory should be allowed to vote. (Picture and description used in test.)

It would not be better if we had one political party.

Unfair laws should be changed.

Talking things over with another nation is better than fighting.

It is very important to obey the law, even in a situation when others disobey.

Women should receive the same pay as men for doing the same work.

Getting a job should not depend on your sex, skin color, political opinions, or religion, but should depend on your abilities and skills.

Qualified person should get job regardless of color, religion, or nationality.

Would take action to eliminate piece of glass on playground.

2. Fewer than 50 percent of the oldest students taking each of the following 15 test items gave the correct answer:

Recognizes public officers in the executive branch (sheriff, President, cabinet, governor).

Recognizes public officers in the legislative branch (Congress, state assembly).

Each state has two U.S. Senators.

U.S. Senator is elected to six-year term of office.

Function of executive branch of government – direct and carry out laws.

Function of legislative branch of government -- approve presidential appointments to office.

President can suggest new laws, can veto laws, but cannot appoint people to Congress.

Congressional power over appropriations can stop military actions.

Congress can pass law to double amount of federal income tax.

Chairman of Senate Foreign Relations Committee is best person to get trade bill voted on.

Name of our nation.

The U.S. Constitution does not state that the candidates for President have to be chosen by political parties.

Discusses with friends what other countries are doing.

Would look for teacher or principal to stop students fighting.

In working in a group, is often willing to listen to ideas of others, to suggest ways to work together, to tell the group how well they are doing, and to work hard to help the group.

3. On the 76 items that were taken by more than one age group, there was generally a progression from lower percentages of younger students answering correctly to higher percentages of older students giving the correct or more appropriate answer. There were, however, reversals of this pattern on the following four items.

	AGE 9	AGE 13	AGE 17
Local government operates public schools.	--	71	67
It is very important to obey the law, even in a situation when others disobey.	94	77[5]	--
Look for teacher or principal to stop students fighting.	87	32[6]	36
Women should have the same rights as men.	--	67	60

[5]This apparent reversal is explained as an artifact of the method of scoring the item. See page 22.

[6]Details on performance of sub-populations on this item are given on page 23.

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4. Texas students performed better than their national peers on 22 of the 101 test items. At least three percent more of the oldest Texas students taking each of these test items answered correctly than did their national peers.

Texas students performed less well than students in the nation on 32 other test items. At least three percent fewer of the oldest Texas students taking each of these items answered correctly than did their counterparts in the United States.

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PERFORMANCE OF SUB-POPULATIONS OF TEXAS STUDENTS

In addition to the general analysis of statewide performance of all students who took the citizenship tests, results were analyzed for each of the following sub-populations:[7]

- students in each of the 20 geographic regions of the state
- students in five types of school districts (urban; other central city; suburban; non-metropolitan; and rural)
- students in school districts of five different sizes of average daily attendance (ADA) (50,000 and over; 10,000 to 50,000; 3,000 to 10,000; 500 to 3,000; and under 500)
- students in school districts which expend different amounts of state and local funds per pupil per year (under $700; $700-$799; $800-$899; $900-$999; and $1,000 and over)
- black, Mexican American, and "other" students ("other" students being almost entirely white students)
- male and female students
- students from low income families (defined as eligible for free or reduced price school meals) and students not from low income families
- students from homes where only English is spoken, where two languages are spoken, and where a language other than English is spoken predominantly

[7]Definitions of TAP reporting groups are found in Appendix B, page 56, and the estimated group size of each reporting group is found in Appendix C, page 58.

This section describes the differences in performance among these various sub-populations of Texas students.

PERFORMANCE ON ALL ITEMS ON THE TESTS

When all 101 items included on the citizenship tests are considered, performance of some of the sub-populations was better than performance of students statewide and performance of other sub-populations was lower. Figures 4 through 7 display these differences in the number of items on which higher and lower percentages of the oldest students in each sub-population gave correct answers to the test items in comparison with Texas students statewide. In the following figures, the number in the bar shown in the "Above State" portion is the number of items on which the oldest students in a sub-population performed better[8] than students statewide on the same items; the number in parentheses in the middle of the bar illustrates the number of items on which the oldest students in a sub-population performed about the same as students statewide on these items ("about the same" is defined as not varying as much as three percent from the statewide percentage or not being statiscally significant); and the number given in the "Below State" part of the figure is the number of items on which the oldest students performed less well than students statewide on the same items.

Figure 4 shows:

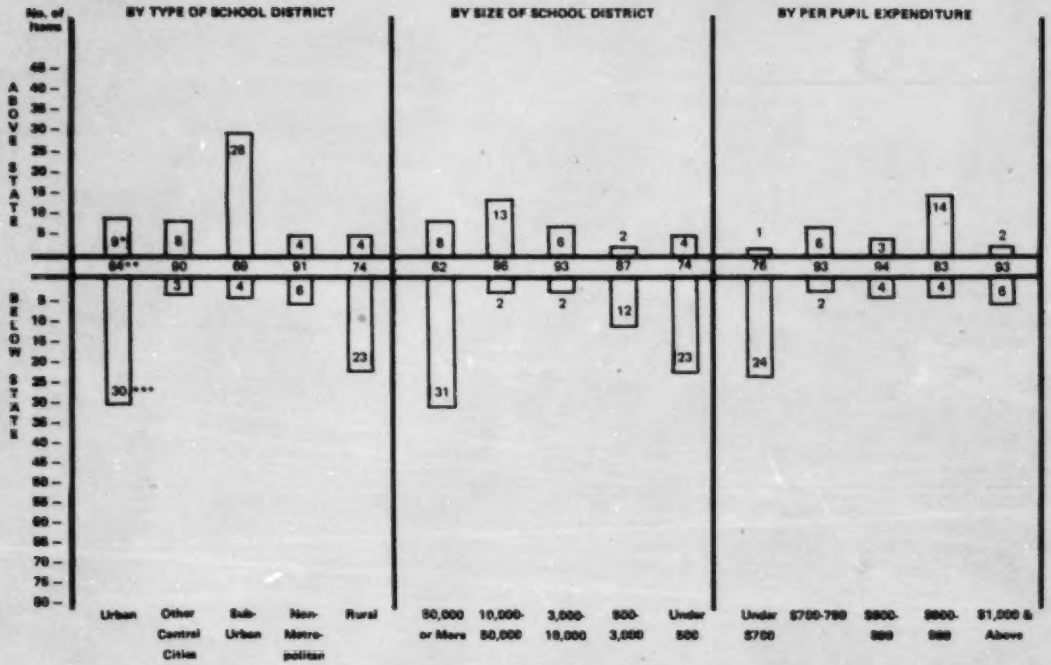
- Students in urban and rural school districts performed less well than students statewide on approximately one-fourth of the items on the tests, while on a comparable number of items students from suburban districts performed better than students statewide.

- Students in large school districts (over 50,000 students) performed less well than students statewide on nearly one-third of the test items, and students from small school districts (fewer than 500 students) performed less well than students statewide on about one-fourth of the items.

- Students in districts which expend less than $700 of state and local funds per pupil per year performed less well on 24 of the 101 items than did students statewide. To reach more definitive conclusions about the relationship between per pupil expenditure and levels of student achievement, additional information would be necessary, including all sources of funds, distribution of funds, and variations in patterns of student achievement within the district.

[8]When the judgment "performed better" was made, it means (1) the difference between the performance of a sub-population and students statewide was statistically significant and (2) the difference is at least three percentage points, which is judged to be educationally important. "Performed less well" means the converse.

PERFORMANCE OF TEXAS STUDENTS ON ALL TEST ITEMS BY TYPE OF SCHOOL DISTRICT, SIZE OF SCHOOL DISTRICT, AND PER PUPIL EXPENDITURE



*Number of items on which performance of oldest students taking the items was above statewide performance

**Number of items on which performance of oldest students taking the items was about the same as statewide performance (less than three percent variation or not statistically significant)

***Number of items on which performance of oldest students taking the items was below statewide performance

FIGURE 4

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Figure 5 shows:

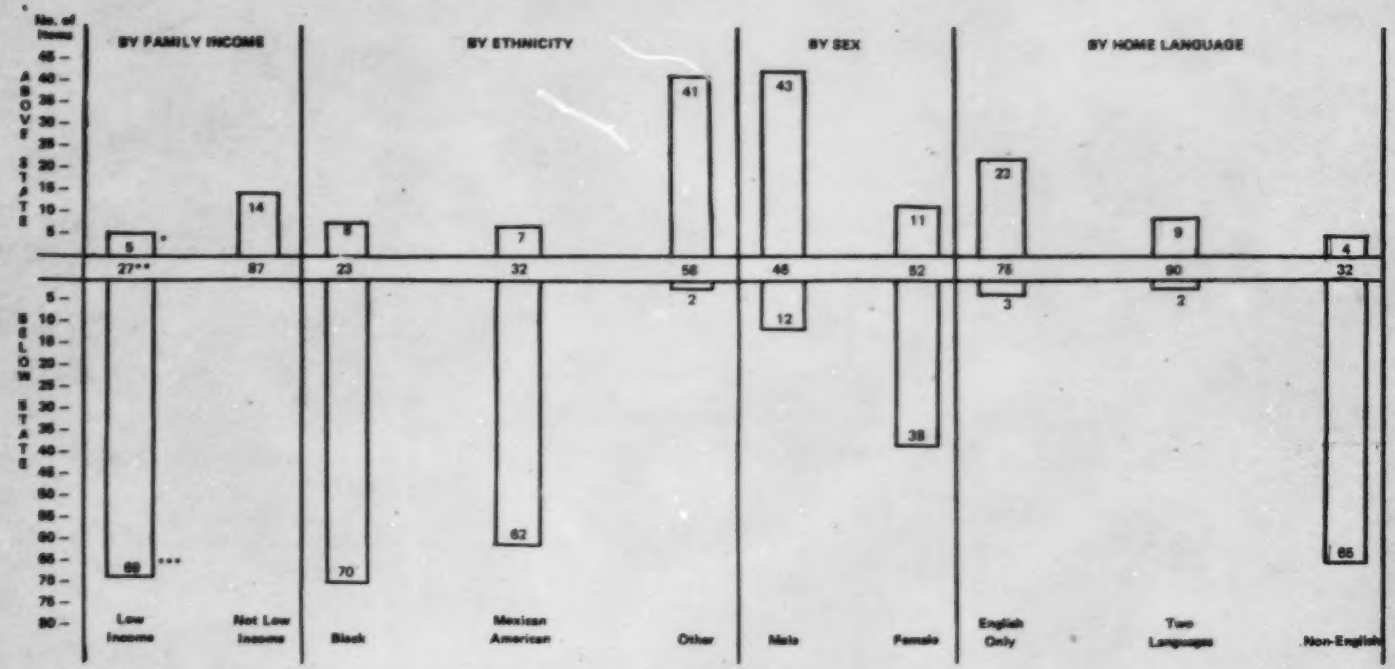
- Students from low income families performed less well than students statewide on 69 of the 101 items, while students from average or higher income families performed better than students statewide on 14 of the items.

- Black students performed less well than students statewide on 70 of the 101 items, and Mexican American students performed less well than students statewide on 62 of the items. "Other" students performed better than students statewide on 41 of the items.

- Male students performed better than students statewide on 43 of the 101 items, while on 38 items, female students performed less well than students statewide.

- Students from homes where only English is spoken performed better than students statewide on nearly one-fourth of the 101 items on the tests, while students who reported that a language other than English is spoken predominantly at home performed less well than students statewide on almost two-thirds of the items.

PERFORMANCE OF TEXAS STUDENTS ON ALL TEST ITEMS BY FAMILY INCOME, ETHNICITY, SEX, AND HOME LANGUAGE



*Number of items on which performance of oldest students taking the items was above statewide performance.

**Number of items on which performance of oldest students taking the items was about the same as statewide performance (less than three percent variation or not statistically significant).

***Number of items on which performance of oldest students taking the items was below statewide performance.

FIGURE 5

REGIONAL CITIZENSHIP RESULTS

When reviewing student performance results in the geographic regions of the state, it is important to remember that an education service center has no authority over the schools in its geographic region. The service centers provide a broad range of planning and curriculum assistance, inservice training, instructional media, and other services to school districts within their regions. Since school districts participate in service center activities on a voluntary basis, the findings about student performance in a region cannot be used as a measure of the effectiveness of the regional education service center. The purpose of reporting results for each region is to provide information that each education service center can use in designing and providing services appropriate for the school districts in the region.

The following factors should be considered when reviewing student performance data for each region:

- ethnic composition of the student population
- economic status of the population
- size of the student population

Figure 6 shows the geographic areas served by the 20 regional education service centers. Appendix E, page 75, shows the estimated ethnic distribution of students, ages 9, 13, and 17, in each region.

TWENTY EDUCATION SERVICE CENTER REGIONS OF TEXAS

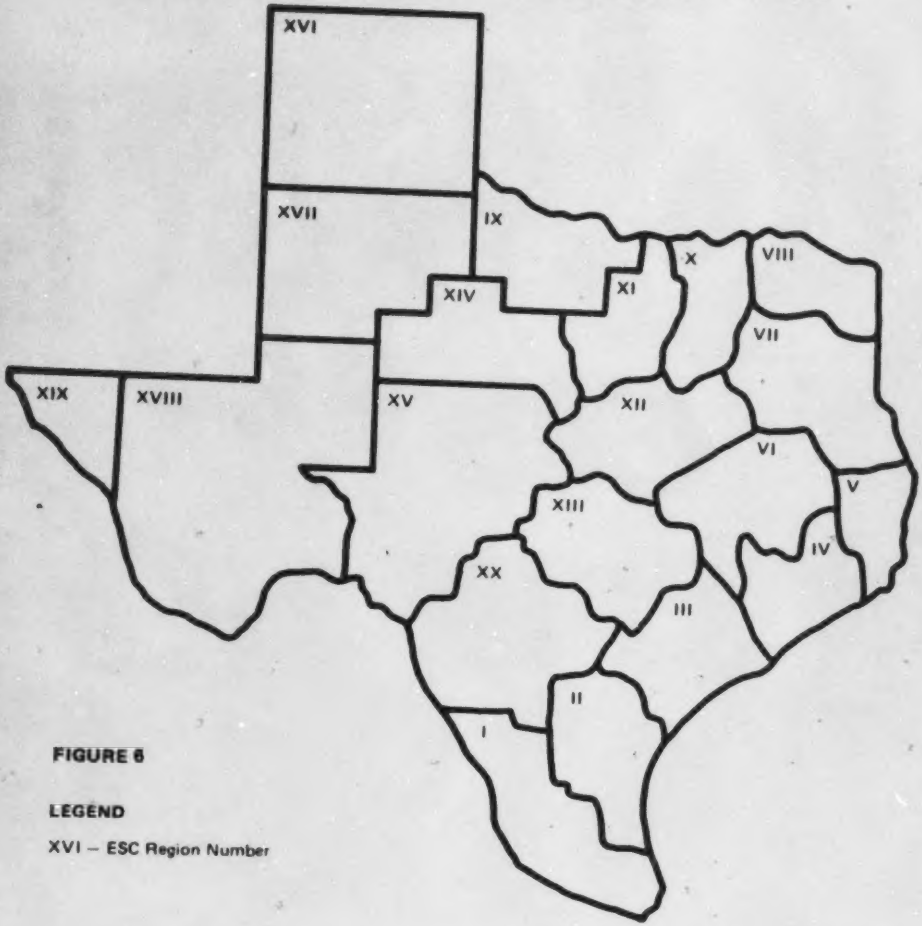


FIGURE 6

LEGEND

XVI – ESC Region Number

Figure 7 shows:

- Students in Regions XVI, XVIII, and XIX performed better than students statewide on 16 to 18 of the 101 test items; students in Regions I, VII, and IX performed less well than students statewide on 14 to 30 of the items. A difference of 5 percentage points between the performance of students in a region and students statewide is judged to be educationally important, provided also that the difference is statistically significant.

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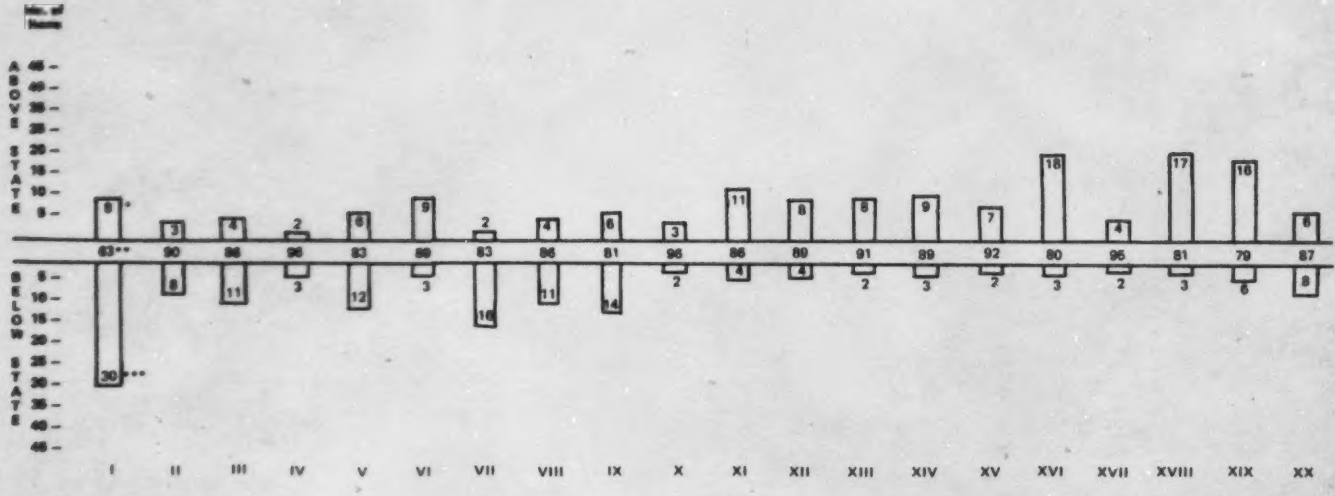
PERFORMANCE OF TEXAS STUDENTS ON ALL TEST ITEMS BY REGION



*Number of items on which performance of oldest students taking items was above statewide performance.

**Number of items on which performance of oldest students taking the items was about the same as statewide performance (less than five percent variation or not statistically significant)

***Number of items on which performance of oldest students taking the items was below statewide performance

FIGURE 7

PERFORMANCE OF SUB-POPULATIONS ON 25 SELECTED ITEMS OF PRINCIPAL IMPORTANCE

Because of the complexity of analyzing and reporting results on 101 test items for several sub-populations, staff of the Texas Education Agency identified 25 of the 101 items as being of principal importance within citizenship objectives. These 25 selected items are used as the basis for reporting of the remaining results by sub-populations. These 25 test items of principal importance are as follows:[9]

Political Knowledge:

Local governments pay policeman and fireman with taxes.

Local governments operate public schools.

Judicial branch judges laws constitutional.

National, state, local governments all make laws.

The legislative branch writes and passes laws.

\+ The duty of a jury is to determine guilt or innocence.

– The executive branch is responsible for carrying out laws.

\+ An arrested person has the right to remain silent.

\+ An arrested person has the right to know what he is being accused of.

\+ An arrested person has the right to be represented by an attorney.

\+ Police cannot keep persons jailed while gathering evidence.

\+ The President cannot stop criticism from the media.

The President, a judge, and an army general must all obey law.

Income tax supplies most of the money to run the U.S. government.

Political Attitudes:

\+ Disagree that U.S. should have only one political party.

---

[9]A + in front of an item indicates that 85 percent or more of the oldest students taking the item answered it correctly; a – indicates that 50 percent or less of the oldest students answered the item correctly.

Citizens must be free to criticize the government.

\+ Unfair laws should be changed.

\+ Talking things over with another nation is better than fighting.

\- Looking for a teacher or principal to stop students from fighting is the correct solution.

Persons should be allowed to hold public protests.

\+ Agree that black male described should be able to vote.

Agree that white male described should be able to vote.

Social Attitudes:

\+ Women should receive the same pay as men for the same work.

\+ A qualified person should get a job regardless of color, religion, or nationality.

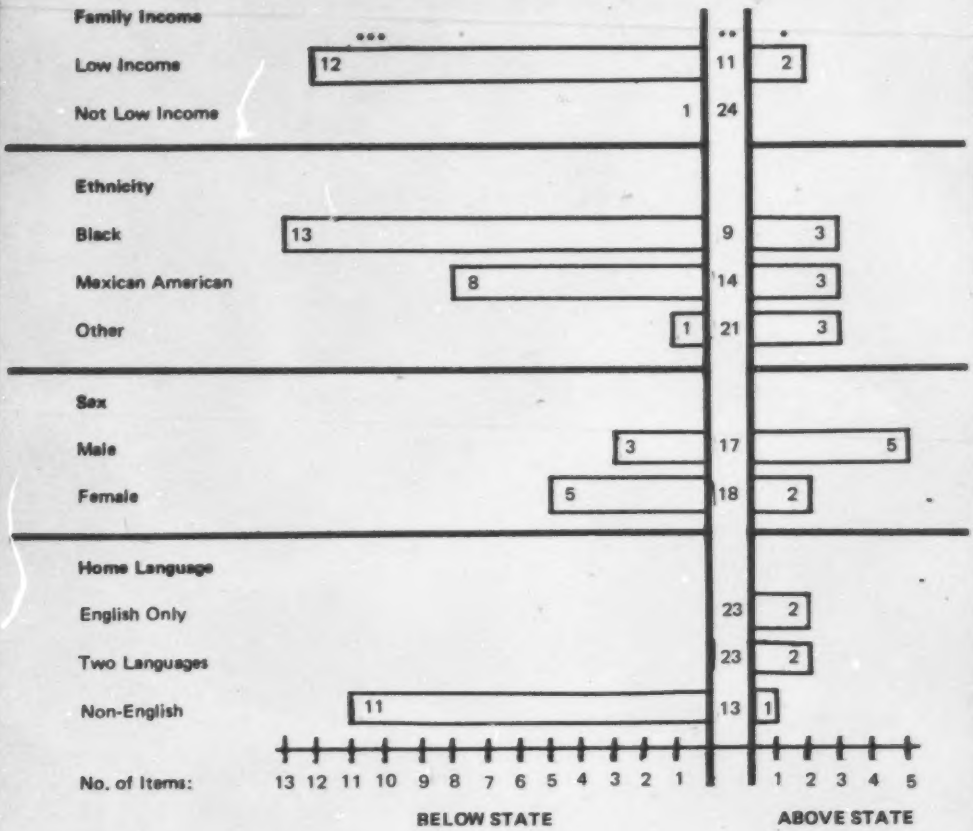
Persons should not be kept out of important positions because of race or religion.

Eighty-five percent or more of the oldest students answered correctly on 12 of the items of principal importance. On two of the 25 items, 50 percent or less answered correctly.

As shown in Figure 8, the most pronounced differences in performance on these 25 items of principal importance were associated with family income, ethnicity, and language spoken in the home. At least 3 percent fewer students from low income families gave correct answers on 12 of the 25 items than did students statewide. Black students performed less well than students statewide on half of the items, while Mexican American students performed less well than students statewide on eight of the items. Students from homes where a language other than English is predominant performed less well than students statewide on 11 of 25 principal items.

Male students performed better than the students statewide on five of the items, while female students performed less well than students statewide on the same five items.

PERFORMANCE OF TEXAS STUDENTS ON 25 SELECTED ITEMS OF PRINCIPAL IMPORTANCE BY FAMILY INCOME, ETHNICITY, SEX, AND HOME LANGUAGE



*Number of items on which performance of oldest students taking the items was above statewide performance.

**Number of items on which performance of oldest students taking the items was about the same as statewide performance for the same items (less than three percent variation or statistically significant).

***Number of items on which performance of oldest students taking the items was below statewide performance.

FIGURE 8

MAJOR FINDINGS

From the analysis of performance of students on the test items on citizenship, both for the statewide population and for various sub-populations of the state, it is evident that a substantial number of Texas 9-, 13-, and 17-year-olds are mastering those aspects of citizenship which were measured by these 101 test items, and that the performance of Texas students on these exercises is generally comparable to the performance of their counterparts in the nation. At the same time, performance of some sub-populations of students is low. Several major findings emerge from the study:

1. Texas students performed well on 27 of the 101 items used to measure selected aspects of citizenship development, i.e., 85 percent or more of the oldest students taking each test item gave the acceptable response. These high performance items included 12 of the 25 judged by the staff to be items of principal importance in citizenship.

2. Fewer than 50 percent of students were able to answer correctly 15 of the 101 items included on the tests. Only two of these low performance items were among the 25 items judged to be of principal importance.

3. Texas students performed better than students in the nation on 22 of the 101 items on the citizenship tests. They performed less well than their national counterparts on 32 of the 101 items.

4. In general, there was a steady increase in performance from younger to older students on those 76 items that were taken by students in more than one age group. However, there was a pronounced reversal of this trend on two items which dealt with taking responsible action to stop a fight and with affording women the same rights as men.

5. Texas students performed well on most items related to recognizing constitutional rights, attitudes about law in our society, and support of equal opportunity. They performed less well on certain items related to structure and functions of government and support for the political process.

6. When the results of the tests were analyzed for sub-populations of Texas students, several consistent patterns were found:

   - Performance of students from low income families was lower than performance of students statewide on more than two-thirds of the 101 items on the tests and on half of the 25 items judged to be of principal importance in citizenship.

   - Minority students performed less well than "other" students on about two-thirds of the 101 test items. Performance of black students was lowest of the three ethnic groups. However, black and Mexican American students

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performed better than "other" students on four items related to human rights and respect for others:

- Women should run for office and take part in government.
- Look for a teacher or principal to stop students fighting.
- Persons should not be kept out of positions because of race or religion.
- Swimming pool should admit people of all races and nationalities.

- Students in suburban school districts performed better than students statewide on a substantial number of the test items, while students from urban and rural districts performed less well than students statewide.

- On a number of test items performance was low among students in school districts with annual expenditures of less than $700 in state and local funds per pupil, as compared with performance of students statewide.

- Male students performed better than students statewide on more than one-third of the 101 items on the tests. The converse was true of female students, whose performance on most of those items was below that of students statewide.

- Students from homes where a language other than English is predominant performed less well than students statewide on more than two-thirds of the 101 items. Students from homes where only English is spoken performed better than students statewide on one-fourth of the items.

7. Some differences were found in the performance of students in the 20 geographic regions of the state. Percentages of students in the 20 regions answering correctly the 25 items of principal importance varied above and below the percentages of students statewide in a random manner, forming no consistent pattern of high or low performance for any single region. When all 101 items were considered, however, performance of students in three of the regions (XVI, XVIII, and XIX) was found to be better than that of students statewide, while performance of students in three other regions (I, VII, and IX) was generally lower than that of students statewide.

CONCLUSION

Many Texas students demonstrated that they are making satisfactory progress in achievement of the aspects of citizenship education measured by the NAEP test items used in this assessment. The performance of Texas students was similar to that of students in the United States.

The test items used in this assessment do not form a comprehensive representation of citizenship being taught in Texas schools. Such a definition of citizenship is now being developed as a part of the curriculum framework for the social studies. The content of the NAEP items used in this assessment, the student learning objectives to which these test items are related, and the results obtained on the performance of Texas students will be used in the development of a definition of citizenship to be included in a new *Framework for the Social Studies*, grades K-12.

The results of these citizenship tests reveal that certain patterns of lower achievement exist in the area of citizenship: by students in urban and rural schools and in school districts with lower per pupil expenditures, by ethnic minority students, by females, by students from low income families, and by students from homes where a language other than English is predominantly spoken. Ways should be found to focus citizenship education more clearly and to identify weaknesses in instructional programs, as well as factors outside the school, that contribute to the less than adequate levels of achievement found among certain students in Texas.

APPENDIX A

TEST ITEMS USED IN TEXAS ASSESSMENT PROJECT CITIZENSHIP

The test items used for the TAP Citizenship Assessment were taken from exercises released by the National Assessment of Educational Progress (NAEP). These items have been organized under the general theme and subtopics used for reporting the TAP results from the citizenship assessment. The following information is provided:

1. Each item which was asked students
2. In parenthesis beside each item, the correct or most acceptable answer or response
3. The age level or levels at which the item was administered (9, 13, and/or 17 following the item)
4. An asterisk before an item indicating that the item was selected as of principal importance within the citizenship curriculum.

POLITICAL KNOWLEDGE

Recognizes Constitutional Rights

* Does the President have the right to stop the radio, television, and newspapers from saying bad things about him? (no) 9-13-17

  Does Congress have the right to pass a law that a newspaper cannot criticize the President or Congress? (no) 9-13-17

  Does Congress have the right to pass a law to establish a national church? (no) 13-17

* Does the President, a judge, and an army general always have to obey the laws of the United States? (yes) 9-13-17

  Which one of the following is not a constitutional right of American citizens? (The right to determine who can purchase and live in the house next door.) 13-17

  Generally the law does not allow the police to search somebody's house without written permission from a judge. Why do we have this law? (To protect people's right to privacy.) 13

  Suppose a person has just been arrested because the police have evidence that he has stolen some money. Look at the rights listed below. Decide which rights the accused person has now that he is under arrest.

* * Does the accused person have the right to remain silent when police ask questions about the crime? (yes) 13-17

* * Does the accused person have the right to know what he is accused of? (yes) 13-17

  * Does the accused person have the right to see a member of his family before he is jailed? (no) 13-17

- Does the accused person have the right to have a lawyer represent him? (yes) 13-17

- Does the accused person have the right to go free if he returns the stolen money? (no) 13-17

- According to the law, are police allowed to keep an arrested person in jail until they collect the evidence against him, however long that takes? (no) 13-17

According to the law, if it appears that a man cannot receive a fair trial in one town, can the trial be moved to another town? (yes) 13-17

According to the law, in a murder trial, must the first twelve persons called for jury duty be accepted as a jury? (no) 13-17

Knows the Structure of Government

Here is a list of public offices. Please look at each office on the list and mark the branch of government that each works in.

Executive 17
(County Sheriff)
(President)
(Cabinet)
(Governor)

Legislative 17
(Congress)
(State Assembly)

Judicial 17
(Supreme Court)

The Congress of the United States is made up of two parts. One part is the House of Representatives. What is the other part? (Senate) 13-17

How many senators does each state have in the United States Senate? (2) 13-17

How many congressmen does each state have in the United States House? (It varies with the population of the state.) 13-17

When might a state have more senators than it has representatives? (When it has a small population.) 17

According to the U.S. Constitution, senators are elected to a term of how many years? (Six years) 17

Knows the Functions of Governments

There are three branches of the federal government: the executive, the legislative, and the judicial. Each branch has different responsibilities.

- Executive Branch
(Directing the carrying out of laws) 17 59
(Vetoing bills) 17

* Legislative Branch
  (Writing and passing laws) 17
  (Approving presidential appointments to office) 17

* Judicial Branch
  (Judging if laws are constitutional) 17

Can the President of the United States appoint people to Congress (no); suggest new laws to Congress (yes); veto laws passed by Congress? (yes) 13-17

Suppose the President sends troops to another country to fight. What action can the Congress take to stop United States participation in the fighting? (Refuse to provide money for further military action) 13-17

Does Congress have the right to pass a law that every adult in the country has to double the amount of income tax paid to the government? (yes) 13-17

Suppose a United States senator proposed a bill to ban trade with another country. Which one of the following persons is in the best position to get that bill actually voted on by the United States Senate? (Chairman of the United States Foreign Relations Committee) 17

Is the President the only federal official that Congress can impeach? (no) 17

The U.S. Constitution provides a method for filling a vacancy in the office of Vice President. What is the method? (Nomination by the President, and majority vote of each house of Congress) 17

We have a government for the nation in Washington, D.C. We also have state governments and local governments.

* Do all three governments make laws? (yes) 9-13

  Do all three of these governments try to prevent crime? (yes) 9-13

  Do all three of these governments have a large army, navy, and air force? (no) 9-13

In the United States, is a movie theater usually owned and run by some level of government? (no) 9-13

In the United States, is a police station usually owned and run by some level of government? (yes) 9-13

In the United States, is a farm usually owned and run by some level of government? (no) 9-13

* Local governments pay policemen and firemen with the money people pay in taxes. (true) 9-13

Local governments collect taxes to pay for the cost of running the local television station (false) 9-13

Do local governments usually make laws about military services? (no) 13-17

* Do local governments usually operate public elementary and high schools? (yes) 13-17

Could a court in the United States decide that the United States should declare war on another country? (no) 13-17

Could a court in the United States decide whether a man has taken another person's idea for a new invention? (yes) 13-17

Could a court in the United States decide whether a woman had been unfairly denied a job which a man has gotten? (yes) 13-17

* What is the main duty of a jury in a criminal trial? (To determine guilt or innocence) 13-17

General Political Knowledge

What is the name of our nation? That is, what is the name of the country we live in? (Acceptable answers were United States, America, United States of America, U.S., or U.S.A.) 9

How many states are in the United States? (50) 9

What is the name of the President of the United States? (Acceptable answers were indication that student knew Carter was president. First name could be initial J., James, or Jimmy) 9

What is the name of our state? (Texas) 9

Who is the Governor of your state? (Acceptable answers were indication that student knew Briscoe was Governor of Texas. First name could be initial D., or Dolph) 13-17

Is the United States the only country which has political parties? (no) 13-17

Is the United States the only country which has a written constitution? (no) 13-17

Is the United States the only country which has national leaders who are elected? (no) 13-17

What is the main purpose of the United Nations? (To help nations settle their differences peaceably) 13-17

Can laws be changed? (yes) 9-13-17

Do laws in the United States say that adult men and women must vote? (no) 9-13

Is it against the law to start a new political party other than the Democratic and Republican parties? (no) 13-17

The United States Constitution states that the candidates for President will be candidates chosen by political parties. (false) 13-17

* What one kind of tax supplies most of the money to run the federal government? (Income tax) 13-17

POLITICAL ATTITUDES

Understands Constitutional Rights

Should the President have the right to stop the radio, television, and newspaper from saying bad things about him? (no) 9-13-17 61

Women should run for public office and take part in the government much the same as men do. (Strongly agree, Agree) 13-17

Should people who cannot read or write be allowed to vote? (yes) 9-13

* Look at the picture above. This 27-year-old man is married and lives in the city where he works in a factory. Should he have the right to vote? (yes) 9-13-17

* Look at the picture above. This man is 25 years old. He is married and lives in the city. His wife works to earn money. He is unemployed. Should he have the right to vote? (yes) 9-13-17

* People who disagree with the government should be allowed to meet and hold protests (Strongly agree, Agree) 13-17

Supports the Political Process

* Would it be better if we had only one political party in the United States? (no) 13-17

It is wrong to criticize our government. (Disagree, Strongly disagree) 13-17

* Citizens must always be free to criticize the government. (Strongly agree, Agree) 13-17

It is good for a government to be frequently criticized. (Strongly agree, Agree) 13-17

People should not criticize the government, it only interrupts the government's work. (Disagree, Strongly disagree) 13-17

When something is wrong, it is better to complain to the government about it than to keep quiet. (Strongly agree, Agree) 13-17

Some people feel that it is important to know what is happening in other countries. Other people are more interested in their own country. Indicate how often you talk with others about what other countries are doing.

With your friends? (Several times a week, About once a week or less often) 13-17

With your parents? (Several times a week, About once a week or less often) 13-17

With your teachers in class? (Several times a week, About once a week or less often) 13-17

Some people think it is important to discuss what is going on in government and politics much of the time. Other people prefer not to talk about such things. Indicate how often you talk with others about what is going on in our country in government and politics.

With your friends? (Several times a week, About once a week or less often) 13-17

With your parents? (Several times a week, About once a week or less often) 13-17

With your teachers in class? (Several times a week, About once a week or less often) 13-17

Have you ever worked individually or with other students to try to bring about changes like these in your school?

- Changes in school rules
- Improvement in the buildings or grounds
- Changes in courses offered
- Increase in extra-curricular activities
- Changes in ways decisions are made

(Yes to any 2 out of 5) 13-17

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Understands the Necessity for Law

* Should unfair laws be changed? (yes) 9-13-17

* Talking things over with another nation is better than fighting. (Strongly agree, Agree) 13-17

Suppose you lived in a town with many one-way streets. Some people ride bicycles the wrong way on these one-way streets, even though it is against the law. People seldom get hurt. How important is it for you to obey the law about riding on one-way streets? (Very important to obey the law) 9-13

Two groups of people live on an island. They have different religions, eat different foods, and speak different languages. There is fear and hatred between the two groups. What is the best solution to this problem? (Choose people from both groups to write laws that will protect everyone's rights.) 9-13

* If you saw several students fighting in a school hallway, what would you do? (Look for a teacher or principal to stop the fight) 9-13-17

SOCIAL ATTITUDES

Supports Equal Opportunity

* Should women get the same pay as men for doing the same work? (yes) 9-13-17

Do you think getting a job should depend on your sex (no); do you think getting a job should depend upon your skin color (no); do you think getting a job should depend on your abilities and skills (yes); do you think getting a job should depend on your political opinions (no); and do you think getting a job should depend on your religion? (no) [Answer based on summary – 5 of 5 preferred responses] 13-17

An ex-convict applies for a job where you work. The ex-convict is qualified for the job. Would you recommend consideration of the ex-convict's application? (yes) and a physically handicapped person applies for a job where you work. The handicapped person is qualified for the job. Would you recommend consideration of the handicapped person's application? (yes) [Answer based on summary – 2 of 2 preferred responses] 17

A 68-year-old person applies for a job where you work. The person is qualified for the job. Would you recommend consideration of the 68-year-old person's application? (yes) and a 15-year-old person applies for a job where you work. The person is qualified for the job. Would you recommend consideration of the 15-year-old person's application? (yes) [Answer based on summary – 2 of 2 preferred responses] 17

* No matter what a man's color, religion, or nationality, if he is qualified for a job, he should get it. (Strongly agree, Agree) 13-17

* People of certain races or religions should be kept out of important positions in our nation. (Disagree, Strongly disagree) 13-17

Women should have the same rights as men in every way. (Strongly agree, Agree) 13-17

Swimming pools should admit people of all races and nationalities to swim together in the same pool. (Strongly agree, Agree) 13-17

Hotels are right in refusing to admit people of certain races or nationalities. (Disagree, Strongly disagree) 13-17

Do you think girls and boys should be allowed to play on the same baseball team? (yes) 9

Respects and Shows Concern for Others

George had polio. Now he wears braces on his legs and he can't run very fast. If you knew George was wishing he could play baseball with you, what would you do? (Ask George to be the catcher and have somebody run for him when he's at bat) 9

My class is going to play kickball against another class. If I get to choose the class team, I will choose some kids who never get picked even though they don't play very well, (True about me); and, my class is going to play kickball for fun. If I get to choose the team, I will choose some kids who never get picked even though they don't play very well. (True about me) [Answer based on summary – 2 of 2 preferred responses) 9

Some of your playmates are talking about the new rules for your school's playground. You have not heard about the rules before. Some kids like the rules and some do not like the rules. What would you do about this disagreement? (Listen and try to understand the rules and feelings) 9

If I'm playing at a friend's house and break something, I try to put it where he or she won't notice it (Not true about me); and if someone else gets blamed for something I did, I step forward and take the blame. (True about me) [Answer based on summary – 2 or 2 preferred responses) 9-13

Chris was walking across the playground during recess. Chris looked down and saw a big, sharp piece of glass. What would you do if you were Chris. (I would pick up the glass and throw it in the trash or I would tell the teacher about the piece of glass) 9

For each part, choose the word which best describes how you work in a group?

- When I'm working in a group, I'm willing to listen to the ideas of others. (Often)
- When I'm working in a group, I'm willing to suggest ways the group might work together. (Often)
- When I'm working in a group, I'm willing to tell the group how well I think we are doing. (Often)
- When I'm working in a group, I'm willing to work hard to help the group. (Often)

[Answer based on summary – 4 of 4 preferred answers]

APPENDIX B
DEFINITIONS OF
TAP REPORTING GROUPS

GROUP LABEL	CATEGORY TITLE – NUMBER OF GROUPS Group Definition – *SOURCE* of Data
	ESC REGIONS – 20
REGION I ⋮ REGION XX	Geographic regions served by education service centers. *SOURCE:* Texas Education Agency (TEA) Management Information Center (MIC) data files.
	DISTRICT TYPE – 5
URBAN	The central cities of the state's seven largest Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of Census.
OTHER CENTRAL CITY	The central cities in the state's remaining Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of Census.
SUBURBAN	An outlying district adjacent to a Central City.
NON-METROPOLITAN	A district not defined as one of the other four types.
RURAL	A district of less than 1,000 ADA having no central town. *SOURCE:* TEA MIC data files.
	DISTRICT SIZE – 5
50,000 & Over 10,000 to 50,000 3,000 to 10,000 500 to 3,000 Under 500	Range of pupils in average daily attendance (ADA), e.g., "ADA/50K+" means "greater than 49,999 ADA." *SOURCE:* TEA MIC data files.
	PER PUPIL EXPENDITURE – 5
Under $700 $700 to $799 $800 to $899 $900 to $999 $1,000 & Over	Amount of money the district budgeted per pupil in 1976-77. (Exclusive of Capital Outlay or Federal Funds.) *SOURCE:* TEA MIC data files.

GROUP LABEL	CATEGORY TITLE – NUMBER OF GROUPS Group Definition – *SOURCE* of Data
	ETHNICITY – 3
BLACK MEXICAN AMERICAN OTHER	Ethnic designation filled in by school personnel for each pupil. *SOURCE:* Pupil Information form (PI).
	SEX – 2
MALE FEMALE	Sex designation filled in by the school personnel for each pupil. *SOURCE:* PI
	FREE LUNCH ELIGIBLE – 2
FREE LUNCH-YES FREE LUNCH-NO	YES if the school district identified the pupil as "eligible for free or reduced price meals" based on family income and number of children in the family. Otherwise NO. *SOURCE:* PI
	HOME LANGUAGE – 3
LANGUAGE USED-ENGLISH	The pupil indicated that **only English** is used in the home.
LANGUAGE USED-TWO LANGUAGES	English is the most often spoken in the home, but another language is also spoken.
LANGUAGE USED-NON-ENG.	English is not the language most often spoken in the home.
	SOURCE: Tailsheet (TS), an information sheet filled out by each pupil after completing one of the tests.

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APPENDIX C

ESTIMATED GROUP SIZE OF TAP REPORTING GROUPS: AGES 9, 13, AND 17

	AGE 9 Grs. 3-4	AGE 13 Grs. 7-8	AGE 17 Grs. 11-12
NATIONAL	2,969,000	3,678,000	2,756,000
STATE	174,097	178,824	123,192
REGIONS			
I	7,499	7,495	4,277
II	7,169	6,473	4,551
III	3,169	3,258	2,930
IV	33,114	32,773	21,550
V	5,854	5,841	5,028
VI	4,970	5,030	3,618
VII	7,602	9,236	7,026
VIII	2,987	3,748	2,359
IX	2,246	3,050	2,020
X	28,542	30,075	16,616
XI	15,359	11,579	11,609
XII	5,283	6,891	4,652
XIII	7,326	10,104	6,292
XIV	3,363	2,705	2,310
XV	2,560	2,637	1,969
XVI	3,991	4,272	3,545
XVII	4,721	5,236	4,232
XVIII	4,411	4,568	3,326
XIX	6,636	7,525	4,883
XX	17,295	16,330	10,399
SCHOOL DISTRICT TYPES			
Urban	37,247	40,371	26,860
Other Central City	18,999	19,195	13,944
Suburban	55,041	53,840	40,831
Non-Metropolitan	54,176	55,895	35,536
Rural	8,634	9,524	6,020
SCHOOL DISTRICT SIZE			
50,000 & Over	34,173	38,103	25,096
10,000 to 50,000	51,990	52,809	46,960
3,000 to 10,000	39,988	40,336	18,166
500 to 3,000	40,767	39,894	28,658
Under 500	7,178	7,683	4,311
SCHOOL DISTRICT PER PUPIL EXPENDITURE			
Under $700	23,908	19,193	13,145
$700 to $799	23,607	25,121	18,121
$800 to $899	68,439	64,066	47,871
$900 to $999	23,876	23,767	17,019
$1,000 and Over	34,267	45,958	27,035
ETHNICITY			
Black	23,367	26,234	14,606
Mexican American	42,799	42,158	17,789
Other	107,871	109,797	90,758
SEX			
Male	87,163	86,490	56,850
Female	86,933	92,334	66,332
FREE LUNCH			
Yes	57,820	50,289	12,555
No	115,743	127,952	109,948
LANGUAGE IN THE HOME			
English Only	60,779	86,006	78,708
Two Languages	55,985	58,065	35,299
Non-English	24,203	21,636	7,359

APPENDIX D

RESULTS FOR THE TEXAS ASSESSMENT PROJECT CITIZENSHIP ASSESSMENT

The student performance on each item for all variables used in this first reporting of citizenship is provided. The following example shows how this information is arranged:

BEST COPY AVAILABLE

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POLITICAL KNOWLEDGE[1]
Recognizes Constitutional Rights

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2→

		President cannot stop criticism from media			Congress cannot stop criticism from newspaper		Congress cannot establish church		President, judge, & army general must obey laws		Person cannot determine who lives next door		Police search without search warrant—invasion of privacy	
	3→	9	13	17	13	17	13	17	9	13	17	13	17	13
NATIONAL ←4	5→	55	80	88	72	85	69	83	66	73	76	87	97	90
STATE		42	81	90	70	85	64	86	57	76	80	78	96	86
REGIONS														
I		41	81	90	66	81	52	85	45	72	82	64	97	78
II		37	84	88	69	83	65	86	52	79	83	74	94	85
III		46	80	90	70	83	63	83	64	70	76	75	98	89

[1]The theme and subtopic by which questions are organized

[2]Restatement of item asked

[3]Age level of students that responded to the item – either 9-year-olds, 13-year-olds, or 17 year-olds. Performance on an item by an age group is displayed horizontally beneath the age group level.

[4]Variable for reporting student results – The 47 variables for which results are reported are located at the left margin of the page.

[5]Percentage of correct or more appropriate student responses for age group asked to respond.

[6]Shading indicates that item was selected as one of principal importance for education in citizenship. (25 items of the 101 total)

POLITICAL KNOWLEDGE

Recognizes Constitutional Rights

	President cannot stop criticism from media			Congress cannot stop criticism from newspaper		Congress cannot establish a national church		Presidents, judge, & army general must obey laws			Person cannot determine who lives next door		Police search without search warrant—invasion of privacy
	9	13	17	13	17	13	17	9	13	17	13	17	13
NATIONAL	55	80	88	72	85	69	83	66	73	76	87	97	90
STATE	42	81	90	70	85	64	86	57	76	80	78	96	86
REGIONS													
I	41	81	90	66	81	52	85	45	72	82	64	97	78
II	37	84	88	69	83	65	86	52	79	83	74	94	85
III	46	80	90	70	83	63	83	64	70	76	75	98	89
IV	38	81	91	68	84	63	82	52	77	80	77	95	87
V	46	84	89	67	84	65	88	66	75	79	84	96	84
VI	37	77	91	72	86	66	83	59	78	81	83	98	86
VII	37	81	91	73	84	68	85	57	76	76	80	97	83
VIII	42	84	87	69	86	66	86	57	73	79	83	98	85
IX	39	80	86	71	82	63	86	65	78	77	85	98	86
X	46	81	89	73	82	67	83	62	76	77	79	93	86
XI	40	84	91	72	89	67	88	62	79	85	82	97	91
XII	44	82	91	71	84	64	89	63	78	83	82	98	86
XIII	47	78	87	68	83	64	88	61	75	73	81	98	86
XIV	41	85	88	72	86	67	88	65	81	77	86	98	87
XV	38	82	89	68	85	64	87	58	75	76	82	98	84
XVI	45	86	93	70	88	65	88	59	76	79	85	98	90
XVII	46	82	90	67	87	65	91	58	73	78	73	98	84
XVIII	49	81	90	68	82	67	91	54	78	82	82	97	89
XIX	37	83	87	71	82	56	85	45	80	78	76	99	86
XX	48	81	92	72	88	63	86	55	71	82	67	95	83
SCHOOL DISTRICT TYPES													
Urban	41	80	88	69	81	60	83	53	74	79	69	92	84
Other Central City	46	82	90	70	87	62	88	64	76	81	78	97	85
Suburban	44	82	91	72	87	66	85	61	80	81	82	97	89
Non-Metropolitan	41	82	90	69	85	65	87	55	75	78	79	98	85
Rural	37	82	86	69	81	65	84	53	72	80	78	97	83
SCHOOL DISTRICT SIZE													
50,000 & Over	42	79	88	69	81	59	83	53	73	78	70	92	84
10,000 to 50,000	46	82	91	70	86	66	86	61	79	81	78	97	88
3,000 to 10,000	40	81	91	71	87	65	86	60	78	81	82	97	86
500 to 3,000	41	83	90	69	85	65	87	55	74	77	80	98	85
Under 500	40	83	86	70	80	62	83	51	73	80	80	97	82
SCHOOL DISTRICT PER PUPIL EXPENDITURE													
Under $700	40	79	90	67	82	58	83	50	75	77	73	95	83
$700 to $799	41	81	89	68	84	64	87	58	75	83	75	98	84
$800 to $899	45	81	91	72	86	63	86	59	78	79	78	96	87
$900 to $999	42	83	91	71	87	69	86	60	76	79	82	97	88
$1,000 & Over	40	82	89	69	84	65	85	57	74	79	79	95	85
ETHNICITY													
Black	35	75	79	63	70	60	70	47	68	71	62	87	76
Mexican American	38	77	89	63	81	56	82	48	70	80	63	94	78
Other	45	85	92	74	88	68	89	63	80	81	87	98	91
SEX													
Male	44	83	92	71	89	66	89	57	77	80	75	96	86
Female	41	80	88	69	81	62	83	57	75	79	80	96	86
FREE LUNCH													
Yes	37	76	84	62	78	55	74	45	66	73	59	91	76
No	45	84	91	73	86	67	87	63	80	80	85	97	90
LANGUAGE IN THE HOME													
English Only	45	84	91	74	86	67	86	63	80	81	86	97	90
Two Languages	44	81	90	70	85	64	86	60	76	78	79	96	86
Non-English	39	76	87	62	77	57	75	49	69	72	59	88	77

POLITICAL KNOWLEDGE
Recognizes Constitutional Rights

	Arrested person has right to remain silent		Arrested person has right to know what he is being accused of		Arrested person has no right to see family member before jailing		Arrested person has right to be represented by attorney		Arrested person cannot go free if bailed (grade are reversed)		Police cannot keep person jailed while gathering evidence		Trial can be held in place where crime was committed if fair trial is not possible in that town		First 12 persons called do not have to be selected for jury in murder trial	
	13	17	13	17	13	17	13	17	13	17	13	17	13	17	13	17
NATIONAL	91	97	98	99	35	58	98	99	88	93	74	89	75	79	48	73
STATE	87	96	98	99	37	62	98	99	87	93	70	87	71	88	43	75
REGIONS																
I	77	92	98	99	24	47	96	99	82	92	66	84	66	87	33	65
II	86	95	98	99	35	58	98	99	86	90	68	90	76	86	40	65
III	85	96	99	99	36	58	98	99	88	92	64	87	71	86	40	71
IV	85	96	97	99	41	65	98	99	82	94	71	87	67	82	40	73
V	88	95	98	99	43	66	99	99	91	93	69	86	68	88	39	73
VI	89	95	99	99	37	61	99	99	89	94	73	88	74	86	40	71
VII	87	97	98	99	38	61	98	99	85	90	60	87	68	87	42	70
VIII	88	96	99	99	37	59	98	99	89	94	71	87	68	90	48	72
IX	91	96	98	98	43	62	98	99	90	95	69	89	77	88	46	77
X	90	96	99	99	38	62	99	99	88	90	69	87	70	87	48	75
XI	92	98	98	99	41	69	99	99	91	93	71	87	78	94	49	82
XII	90	97	98	99	38	63	99	99	89	96	78	88	73	93	45	78
XIII	88	97	97	98	38	63	97	99	89	93	72	88	74	90	44	74
XIV	88	97	99	98	35	62	99	99	86	93	70	92	76	91	45	76
XV	85	97	99	99	37	62	99	99	91	92	66	88	79	90	45	76
XVI	92	97	99	99	38	64	98	99	90	96	72	88	85	96	59	87
XVII	87	96	99	99	36	61	97	99	88	92	65	84	78	93	44	79
XVIII	88	99	98	99	35	66	97	99	87	96	69	88	80	91	39	86
XIX	85	93	99	99	33	55	98	99	89	93	64	82	63	84	37	76
XX	82	96	96	99	28	61	97	99	85	93	67	87	72	88	41	71
SCHOOL DISTRICT TYPES																
Urban	84	94	98	99	35	61	98	99	83	89	63	87	66	83	38	68
Other Central City	87	95	98	99	33	59	98	99	87	93	70	88	73	89	42	75
Suburban	89	98	98	99	38	65	98	99	90	95	75	87	72	88	48	79
Non-Metropolitan	87	97	98	99	39	61	98	99	86	93	69	87	75	90	43	74
Rural	87	95	98	99	36	66	98	99	87	93	67	87	75	89	43	70
SCHOOL DISTRICT SIZE																
50,000 & Over	85	94	98	99	35	61	98	99	83	89	63	86	65	83	38	68
10,000 to 50,000	88	97	98	99	35	63	98	99	89	95	73	87	72	88	45	78
3,000 to 10,000	89	96	98	99	38	62	98	99	87	93	71	87	74	90	46	73
500 to 3,000	86	97	98	99	39	62	97	99	87	93	70	87	74	90	43	76
Under 500	87	95	98	99	36	67	98	99	87	93	66	86	75	90	41	70
SCHOOL DISTRICT PER PUPIL EXPENDITURE																
Under $700	86	94	97	99	33	59	97	99	85	93	69	81	64	86	37	69
$700 to $799	85	97	97	99	37	63	98	99	89	94	70	87	75	91	43	77
$800 to $899	85	96	98	99	36	63	98	99	86	93	70	87	71	86	44	75
$900 to $999	90	96	98	99	37	62	98	99	89	92	69	89	75	89	45	77
$1,000 & Over	89	96	98	99	39	62	98	99	85	92	69	87	72	90	43	74
ETHNICITY																
Black	83	91	97	99	34	54	97	99	76	84	58	80	67	80	29	51
Mexican American	76	92	97	99	26	50	97	99	81	89	61	81	66	84	33	58
Other	92	98	99	99	42	66	99	99	91	95	75	89	75	90	50	82
SEX																
Male	89	97	98	99	41	67	98	99	90	95	75	91	77	91	45	78
Female	85	95	98	99	33	58	98	99	84	91	64	84	67	85	41	71
FREE LUNCH																
Yes	81	91	97	99	30	50	96	99	79	86	58	81	68	81	33	53
No	89	97	99	99	39	64	99	99	90	94	74	88	73	89	47	77
LANGUAGE IN THE HOME																
English Only	92	97	99	99	41	65	99	99	90	94	73	89	73	89	47	78
Two Languages	86	95	98	99	36	59	98	99	86	92	70	85	73	89	44	73
Non-English	75	91	96	99	27	46	96	98	81	82	60	78	62	79	30	50

POLITICAL KNOWLEDGE

Knows the Structure of Governments

	Know public offices, executive		Know public offices, legislative		Know public offices, judicial		Two parts of Congress, House and Senate		Each state has two U.S. Senators		Number of U.S. Representatives varies with state population	Small pop. in state—more U.S. Sen. than Rep.	U.S. Senators elected to 6-year terms
	17	17	17	13	17	13	17	13	17	17	17		
NATIONAL	7	51	68	66	90	32	56	32	59	38	27		
STATE	7	39	64	61	80	21	45	26	51	30	22		
REGIONS													
I	4	34	58	53	73	15	36	18	45	20	17		
II	5	35	63	58	75	26	39	29	48	23	22		
III	5	33	58	64	80	17	36	22	46	28	21		
IV	6	43	61	63	81	15	46	26	48	32	20		
V	8	39	57	63	81	23	42	29	50	25	15		
VI	7	44	62	66	83	25	47	30	50	32	25		
VII	7	35	60	63	79	24	43	22	48	22	20		
VIII	8	37	60	67	79	28	41	21	47	26	23		
IX	7	38	64	75	82	25	44	24	56	34	20		
X	8	35	68	58	79	23	47	25	52	33	28		
XI	8	40	61	64	85	22	46	29	56	32	19		
XII	5	39	66	65	77	26	39	30	48	24	16		
XIII	7	40	70	63	79	21	43	32	50	30	22		
XIV	6	36	67	67	82	19	49	31	59	30	24		
XV	12	43	68	64	84	23	43	26	51	29	20		
XVI	9	47	73	70	87	22	47	23	54	32	18		
XVII	7	40	67	63	81	17	46	24	51	32	24		
XVIII	6	44	65	64	86	20	47	26	64	33	30		
XIX	7	37	60	57	80	21	52	30	59	26	28		
XX	7	40	66	52	80	17	45	27	51	31	23		
SCHOOL DISTRICT TYPES													
Urban	8	35	64	56	74	16	45	26	48	29	25		
Other Central City	9	41	65	61	79	20	45	25	53	29	24		
Suburban	7	44	64	63	83	23	46	30	55	33	22		
Non-Metropolitan	6	37	64	63	83	20	43	24	50	27	19		
Rural	4	30	56	63	81	26	43	22	44	22	14		
SCHOOL DISTRICT SIZE													
50,000 & Over	8	35	63	56	75	16	45	27	49	30	25		
10,000 to 50,000	7	42	64	61	81	22	45	29	54	32	24		
3,000 to 10,000	8	40	64	62	83	23	45	26	52	30	23		
500 to 3,000	5	38	64	63	82	20	43	23	49	27	16		
Under 500	4	27	59	62	82	23	44	23	45	22	16		
SCHOOL DISTRICT PER PUPIL EXPENDITURE													
Under $700	33	32	58	56	76	15	42	22	43	22	17		
$700 to $799	7	40	67	59	82	21	44	27	56	29	23		
$800 to $899	8	40	64	64	80	20	47	30	52	32	21		
$900 to $999	7	41	63	65	83	26	45	26	55	32	24		
$1,000 & Over	6	38	64	59	80	20	42	23	48	27	23		
ETHNICITY													
Black	2	21	48	43	66	16	31	15	34	17	20		
Mexican American	4	29	56	46	71	13	36	21	41	16	17		
Other	8	44	68	71	85	24	48	31	56	34	23		
SEX													
Male	11	48	70	64	83	21	49	27	57	35	24		
Female	4	32	58	58	78	20	41	26	47	25	20		
FREE LUNCH													
Yes	3	25	52	43	68	14	34	17	37	17	16		
No	7	41	65	68	82	23	46	30	53	31	23		
LANGUAGE IN THE HOME													
English Only	8	41	65	69	82	24	46	30	54	32	24		
Two Language	6	38	64	61	80	20	44	27	49	27	20		
Non-English	2	22	51	43	66	12	36	19	39	17	14		

POLITICAL KNOWLEDGE

Knows the Function of the Governments

	Executive branch—carrying out of laws	Executive branch—vetoes bills	Legislative branch—writes and passes laws	Legislative branch—approves presidential appointments	Judicial branch—judges laws constitutional	President suggests new laws, vetoes laws, cannot appoint people to Congress	Congress—stop fighting by not appropriating money	Congress—pass law to double amount of U.S. Income Tax	Senate—Chairman, Foreign Relations Committee best person get vote on trade bill	President not only federal official Congress can impeach	Vacancy in Vice President—President nominates, Congress approves
	17	17	17	17	13	17	13	17	13	17	17	17	17
NATIONAL	35	64	71	46	71	33	45	15	23	40	47	44	79	55
STATE	37	60	70	40	73	33	48	16	20	33	38	44	84	50
REGIONS														
I	37	55	65	31	70	26	37	14	16	33	40	45	82	47
II	41	62	70	43	75	35	44	14	19	35	35	35	85	54
III	34	54	65	35	67	33	41	16	17	29	35	39	82	49
IV	34	60	72	40	74	32	50	17	18	30	43	41	86	48
V	35	59	68	41	70	36	44	15	24	32	34	47	79	50
VI	37	55	66	41	72	36	48	15	18	32	44	40	82	51
VII	39	57	68	40	73	32	41	20	19	33	37	37	77	44
VIII	39	54	68	43	70	38	47	15	17	35	36	44	78	46
IX	35	55	63	41	71	33	49	19	19	36	34	41	79	45
X	41	60	68	42	78	28	47	16	22	36	39	44	85	49
XI	33	60	70	39	67	33	49	12	21	29	38	43	86	55
XII	31	55	63	37	73	35	55	16	15	32	38	48	83	54
XIII	38	59	72	40	73	33	47	16	23	33	42	49	80	55
XIV	37	58	69	38	71	43	54	16	12	33	36	42	85	48
XV	40	62	74	44	77	40	51	16	27	30	35	46	79	51
XVI	35	64	79	41	79	39	47	18	19	33	30	48	86	53
XVII	39	61	71	40	78	36	54	16	22	38	31	45	82	55
XVIII	38	68	76	47	81	38	53	14	25	35	38	51	88	51
XIX	43	65	72	45	73	31	49	15	20	26	33	44	82	52
XX	34	62	73	42	71	34	49	20	20	39	39	50	85	51
SCHOOL DISTRICT TYPES														
Urban	39	58	70	43	74	26	47	15	20	31	39	42	81	48
Other Central City	39	60	70	41	76	34	49	15	23	33	38	45	80	49
Suburban	34	63	71	41	73	36	50	17	21	33	40	43	87	54
Non-Metropolitan	37	58	70	38	73	33	47	17	19	35	35	45	83	49
Rural	35	52	63	38	69	33	38	16	14	33	38	41	83	48
SCHOOL DISTRICT SIZE														
50,000 & Over	39	57	69	42	74	25	47	15	20	31	39	43	81	47
10,000 to 50,000	36	61	69	41	75	35	50	16	22	32	41	42	85	51
3,000 to 10,000	37	64	72	42	71	35	48	18	21	34	37	45	83	52
500 to 3,000	35	57	71	37	72	34	47	16	17	35	33	46	84	51
Under 500	36	52	64	37	70	33	41	15	16	33	39	43	83	46
SCHOOL DISTRICT PER PUPIL EXPENDITURE														
Under $700	35	56	68	32	73	28	41	17	17	33	32	46	81	48
$700 to $799	38	63	71	40	73	36	47	18	21	32	40	47	86	51
$800 to $899	38	61	70	43	72	33	50	16	21	33	39	41	84	51
$900 to $999	36	62	72	41	74	35	48	17	21	36	38	47	84	51
$1,000 & Over	35	56	68	40	75	31	49	15	19	33	39	43	82	50
ETHNICITY														
Black	38	46	59	37	68	25	37	17	20	36	37	36	72	31
Mexican American	37	52	64	34	70	26	40	16	17	34	38	43	80	44
Other	36	63	73	42	75	37	51	16	21	32	39	45	86	55
SEX														
Male	37	64	74	47	74	36	56	17	22	32	39	46	88	55
Female	36	56	66	35	72	29	41	15	18	34	37	42	80	47
FREE LUNCH														
Yes	38	46	62	31	68	25	39	15	14	36	38	42	75	37
No	37	61	71	42	74	36	49	17	21	32	38	44	84	52
LANGUAGE IN THE HOME														
English Only	37	62	71	41	74	37	49	16	20	33	38	43	84	51
Two Languages	36	59	70	41	73	32	47	18	20	34	39	46	84	51
Non-English	41	42	62	30	69	24	39	14	16	35	34	42	77	43

POLITICAL KNOWLEDGE

Knows the Function of the Governments

	National, state, local governments—All make laws		National, state, local governments—All try to prevent crime		National, state, local governments—All do not have large military		In U.S.—movie theater usually not run by government		In U.S.—police station usually run by government		In U.S.—farm not usually run by government		Local governments pay policemen and firemen with tax money	
	9	13	9	13	9	13	9	13	9	13	9	13	9	13
NATIONAL	62	67	58	80	48	72	39	65	64	87	66	77	53	81
STATE	67	58	58	79	51	68	39	72	69	75	69	82	58	77
REGIONS														
I	70	59	45	73	40	53	37	73	73	77	59	80	59	70
II	67	61	44	80	46	61	36	72	65	78	64	79	57	74
III	69	58	57	80	58	69	38	77	67	74	71	85	63	74
IV	64	58	53	78	51	69	38	67	70	71	67	80	57	73
V	71	58	63	85	59	70	44	71	69	75	74	87	60	78
VI	72	62	56	79	55	73	44	73	66	76	72	87	62	77
VII	72	62	64	82	58	71	42	66	74	74	71	82	60	77
VIII	67	57	66	86	52	71	34	75	67	80	70	88	63	75
IX	62	60	64	89	53	71	39	70	66	78	71	86	56	77
X	66	58	62	80	50	68	38	72	68	74	70	82	57	80
XI	66	57	66	84	54	76	41	74	67	78	77	86	61	81
XII	67	58	61	82	49	71	39	73	65	78	74	83	60	75
XIII	63	57	58	80	56	71	42	74	71	78	73	82	53	81
XIV	70	62	62	85	49	68	45	79	72	77	75	85	64	81
XV	66	61	64	89	51	73	41	77	64	75	69	86	55	79
XVI	64	59	65	88	52	74	36	80	68	80	69	85	64	81
XVII	65	57	58	74	54	67	37	78	74	76	66	82	53	72
XVIII	74	59	54	81	58	71	37	77	65	78	68	83	63	76
XIX	69	56	50	81	36	64	34	70	65	77	63	79	57	77
XX	70	52	59	68	48	61	44	78	72	76	64	81	57	75
SCHOOL DISTRICT TYPES														
Urban	66	57	49	70	43	58	37	64	67	73	62	75	61	74
Other Central City	68	57	57	81	52	66	41	71	70	78	69	82	58	75
Suburban	67	56	63	84	52	73	40	76	72	75	72	85	57	80
Non-Metropolitan	69	60	59	81	54	71	39	74	68	75	70	84	57	76
Rural	65	61	59	82	52	69	40	76	66	78	71	86	60	77
SCHOOL DISTRICT SIZE														
50,000 & Over	65	57	49	69	42	59	37	64	67	73	62	75	61	74
10,000 to 50,000	66	56	60	81	53	68	41	75	70	77	70	84	56	78
3,000 to 10,000	69	59	59	85	50	73	39	76	69	76	70	85	58	78
500 to 3,000	67	59	62	80	55	72	39	74	71	74	71	84	58	76
Under 500	67	61	56	84	53	70	41	75	65	77	73	86	59	77
SCHOOL DISTRICT PER PUPIL EXPENDITURE														
Under $700	66	59	54	78	45	65	40	71	68	74	63	78	54	73
$700 to $799	66	57	62	81	55	67	37	75	68	75	71	82	60	77
$800 to $899	69	57	59	78	52	67	42	73	70	75	70	83	60	78
$900 to $999	65	61	60	82	53	72	39	73	67	77	71	84	59	77
$1,000 & Over	66	57	55	79	48	69	35	71	70	75	67	82	56	76
ETHNICITY														
Black	66	58	44	66	39	54	35	55	64	67	56	67	60	69
Mexican American	70	56	46	67	36	52	36	69	66	72	57	75	56	67
Other	66	58	66	87	59	78	42	78	72	79	76	88	58	82
SEX														
Male	69	57	63	80	53	73	41	75	73	76	72	83	62	81
Female	65	58	53	79	48	64	38	70	66	75	66	81	54	73
FREE LUNCH														
Yes	67	57	45	66	37	53	35	63	63	70	57	72	58	69
No	67	58	65	85	58	74	42	76	72	77	75	86	58	80
LANGUAGE IN THE HOME														
English Only	67	59	67	86	58	76	43	75	73	78	77	87	58	81
Two Languages	69	57	59	78	51	67	42	73	71	76	68	81	61	77
Non-English	70	56	49	64	43	51	37	67	67	70	63	72	57	63

POLITICAL KNOWLEDGE

Knows the Function of the Governments

	Local governments do not run local T.V. station with tax money		Local governments do not make military service laws		Local governments do operate public schools		Court cannot declare war		Court can decide who owns invention		Court can decide about job discrimination		Duty of jury to determine guilt or innocence	
	9	13	13	17	13	17	13	17	13	17	13	17	13	17
NATIONAL	38	60	51	74	69	71	73	79	57	75	70	85	89	96
STATE	41	58	47	76	71	67	76	83	54	74	64	86	89	96
REGIONS														
I	32	57	[illegible]	71	72	65	75	79	44	65	54	81	84	96
II	40	5[illegible]	[illegible]	78	74	69	79	85	50	72	63	86	84	96
III	38	[illegible]	43	69	71	56	73	82	52	79	63	84	89	95
IV	41	[illegible]	40	74	71	67	78	81	55	76	65	90	91	96
V	4[illegible]	61	47	77	70	64	78	83	53	69	62	84	92	96
VI		61	47	79	75	65	76	81	59	80	68	85	92	96
VII	45	59	45	74	74	59	74	83	54	68	64	82	88	96
VIII	39	59	45	76	73	64	77	83	52	67	64	80	91	95
IX	44	57	45	78	70	64	73	83	58	74	67	81	92	96
X	43	58	45	72	70	68	76	86	55	73	63	83	90	95
XI	42	59	51	79	74	70	77	86	55	76	62	87	93	97
XII	44	55	42	75	75	68	74	82	56	76	66	88	89	96
XIII	39	59	45	81	74	72	77	82	58	76	65	86	89	97
XIV	38	58	51	78	72	67	75	80	57	76	68	87	92	98
XV	41	55	43	75	68	61	80	76	54	78	66	82	92	97
XVI	33	57	45	82	74	64	74	83	58	78	66	86	94	98
XVII	41	64	43	80	71	67	78	80	57	76	63	83	88	97
XVIII	40	62	49	87	70	69	78	87	58	80	63	86	90	98
XIX	40	59	36	77	68	73	75	89	58	74	65	85	87	97
XX	42	52	37	77	68	65	75	83	50	73	63	85	82	95
SCHOOL DISTRICT TYPES														
Urban	38	55	33	72	69	69	77	82	48	69	59	85	86	95
Other Central City	41	57	42	76	74	71	76	81	53	71	62	85	90	96
Suburban	43	59	49	77	72	70	76	84	60	79	67	89	92	97
Non-Metropolitan	42	58	45	78	72	61	77	84	55	75	65	84	88	97
Rural	39	59	42	73	71	61	78	81	55	69	60	82	90	97
SCHOOL DISTRICT SIZE														
50,000 & Over	37	55	33	71	69	69	77	82	49	69	59	84	86	94
10,000 to 50,000	45	58	45	77	72	72	76	83	55	77	64	88	90	97
3,000 to 10,000	40	59	47	78	75	65	77	84	58	74	68	85	90	95
500 to 3,000	41	59	46	78	69	59	77	84	55	74	64	84	89	97
Under 500	38	57	42	75	69	59	77	81	56	70	60	85	90	96
SCHOOL DISTRICT PER PUPIL EXPENDITURE														
Under $700	41	56	39	72	70	62	74	84	53	68	57	82	87	96
$700 to $799	42	60	46	78	73	69	74	86	55	73	63	85	87	97
$800 to $899	40	57	42	76	71	67	78	82	54	76	65	87	91	96
$900 to $999	41	60	48	79	72	64	77	82	57	75	64	83	89	97
$1,000 & Over	42	58	42	75	71	68	77	83	55	74	65	87	89	95
ETHNICITY														
Black	37	51	27	54	70	66	73	75	42	52	52	80	81	89
Mexican American	37	53	31	68	69	66	74	80	45	64	53	80	81	95
Other	44	61	51	81	73	67	78	85	61	80	70	88	94	97
SEX														
Male	43	61	49	82	70	65	78	84	58	81	64	88	90	96
Female	39	54	38	71	72	68	75	82	51	69	64	84	89	97
FREE LUNCH														
Yes	37	51	28	63	70	66	72	79	42	60	52	76	80	91
No	43	60	49	78	72	67	78	84	59	76	68	87	93	97
LANGUAGE IN THE HOME														
English Only	45	59	49	79	73	66	79	84	59	76	69	87	94	97
Two Languages	41	57	41	74	71	68	75	82	54	74	64	86	88	96
Non-English	39	54	32	62	71	65	73	77	45	61	51	75	80	88

POLITICAL KNOWLEDGE

General Political Knowledge

	Name of our nation		Number of states in the United States		Name of President		Name of state		Governor of state		U.S. not only country with political parties		U.S. not only country with written constitution		U.S. not only country with leaders elected		United Nations' main purpose—help nations settle differences peaceably	
	9	9	9	9	13	17	13	17	13	17	13	17	13	17	13	17	13	17
NATIONAL	59	62	80	72	59	73	78	80	47	65	75	82	62	85				
STATE	41	66	85	86	59	83	76	87	57	70	77	84	50	76				
REGIONS																		
I	28	64	76	74	55	89	77	83	59	64	79	84	47	77				
II	33	65	82	78	57	81	80	86	57	72	80	86	46	71				
III	53	74	87	87	58	85	71	87	51	70	73	84	43	74				
IV	46	62	83	84	72	82	76	87	57	72	76	85	49	72				
V	43	64	90	89	54	85	73	88	59	71	80	81	54	73				
VI	45	65	81	86	64	82	75	87	57	73	73	84	52	76				
VII	37	66	88	91	61	85	73	85	51	65	77	82	48	75				
VIII	40	71	82	86	62	76	74	84	57	65	74	84	54	72				
IX	51	72	89	85	50	75	71	81	57	67	79	83	51	75				
X	45	70	86	90	61	82	78	88	60	71	78	86	48	75				
XI	40	60	90	89	64	85	75	85	54	63	76	80	54	79				
XII	40	75	89	90	60	89	74	88	59	72	80	84	56	82				
XIII	42	72	89	91	71	92	72	87	52	70	77	88	52	80				
XIV	44	60	89	88	70	91	74	86	55	69	72	83	51	75				
XV	41	67	86	85	64	86	73	87	57	70	81	81	54	77				
XVI	46	67	90	84	47	78	78	89	58	66	77	89	54	82				
XVII	44	70	85	84	41	83	76	84	54	69	77	84	50	78				
XVIII	36	62	82	85	49	91	74	89	59	76	82	90	51	78				
XIX	29	64	83	82	26	61	81	86	60	72	80	85	52	77				
XX	29	65	86	81	50	84	79	89	59	73	76	83	47	80				
SCHOOL DISTRICT TYPES																		
Urban	41	60	81	80	59	80	75	83	58	67	76	83	43	74				
Other Central City	41	65	89	87	54	85	76	87	58	71	80	85	50	78				
Suburban	40	68	88	89	63	83	77	89	57	73	78	85	54	77				
Non-Metropolitan	42	68	84	85	59	86	75	86	56	69	77	85	50	77				
Rural	42	67	83	88	53	82	73	86	57	66	75	81	54	72				
SCHOOL DISTRICT SIZE																		
50,000 & Over	41	60	81	81	60	80	75	83	58	66	76	83	43	74				
10,000 to 50,000	39	67	88	87	55	84	77	89	57	73	78	85	51	76				
3,000 to 10,000	42	67	87	87	65	84	76	87	56	70	79	84	53	77				
500 to 3,000	41	69	85	87	60	85	76	88	56	70	76	85	50	78				
Under 500	39	64	84	87	56	83	72	82	59	61	74	80	55	74				
SCHOOL DISTRICT PER PUPIL EXPENDITURE																		
Under $700	32	68	79	80	51	81	76	86	57	67	74	83	45	79				
$700 to $799	40	68	85	90	57	85	74	88	56	70	79	83	52	77				
$800 to $899	43	68	87	86	61	83	77	87	58	69	78	85	50	76				
$900 to $999	45	61	85	84	58	86	77	85	56	69	79	85	51	77				
$1,000 & Over	40	63	86	86	62	82	75	87	57	73	75	84	49	75				
ETHNICITY																		
Black	29	50	71	77	50	76	77	77	60	57	75	76	37	64				
Mexican American	23	60	77	75	47	82	79	83	56	63	76	81	42	74				
Other	49	71	91	91	66	85	75	89	57	73	78	86	56	78				
SEX																		
Male	46	69	86	86	63	86	77	89	61	75	79	87	51	78				
Female	36	63	84	85	56	81	75	84	54	65	75	82	48	74				
FREE LUNCH																		
Yes	23	54	71	74	43	78	78	81	59	61	76	80	39	69				
No	49	71	92	91	66	84	75	87	57	71	78	85	54	77				
LANGUAGE IN THE HOME																		
English Only	49	71	92	91	66	84	75	87	57	70	78	85	55	78				
Two Languages	42	67	87	86	59	84	77	86	57	70	78	84	50	76				
Non-English	26	59	77	80	44	73	78	83	55	62	75	79	40	66				

POLITICAL KNOWLEDGE

General Political Knowledge

	Laws can be changed			No U.S. law says adults must vote		Not against law to start new political party		Candidates for President do not have to be political party candidates		Income tax supplies most money for U.S. government	
	9	13	17	9	13	13	17	13	17	13	17
NATIONAL	71	91	97	72	86	42	76	31	38	72	74
STATE	64	88	95	73	84	45	77	39	42	72	78
REGIONS											
I	55	84	93	56	69	44	76	34	34	69	75
II	59	90	94	63	83	49	78	38	42	69	79
III	70	88	96	74	87	41	75	35	38	72	79
IV	64	87	96	72	82	46	77	42	42	70	80
V	64	87	94	77	86	45	71	41	44	76	78
VI	69	88	96	76	85	43	79	38	36	75	80
VII	69	86	96	76	84	41	71	40	41	68	74
VIII	71	90	96	72	89	44	70	36	39	73	76
IX	67	90	97	74	93	47	78	35	38	71	76
X	66	87	95	77	86	46	72	38	47	73	76
XI	67	92	95	75	91	46	80	31	44	77	79
XII	66	90	98	78	89	41	76	34	40	71	82
XIII	68	91	98	75	86	43	79	44	42	76	75
XIV	66	91	96	82	93	45	83	35	37	74	79
XV	58	88	94	68	86	46	79	36	42	72	79
XVI	65	88	96	79	91	45	83	35	41	77	82
XVII	61	86	96	73	88	46	82	41	42	73	84
XVIII	53	91	96	67	86	46	86	43	45	71	74
XIX	53	88	94	66	81	41	78	33	45	65	82
XX	61	85	95	71	74	50	79	44	44	75	72
SCHOOL DISTRICT TYPES											
Urban	62	86	94	68	11	44	74	39	44	69	76
Other Central City	63	86	95	76	84	43	79	39	40	73	79
Suburban	66	90	96	76	85	47	80	42	44	73	79
Non-Metropolitan	64	86	95	72	85	46	77	37	41	73	79
Rural	63	91	95	73	86	43	69	32	40	73	72
SCHOOL DISTRICT SIZE											
50,000 & Over	61	86	94	68	81	44	73	40	43	69	76
10,000 to 50,000	63	88	96	75	85	45	79	39	43	72	78
3,000 to 10,000	66	88	96	75	83	48	77	40	44	75	79
500 to 3,000	66	88	96	72	86	44	77	39	41	72	79
Under 500	62	91	95	71	85	46	71	31	37	73	76
SCHOOL DISTRICT PER PUPIL EXPENDITURE											
Under $700	61	86	94	68	79	41	68	34	42	68	79
$700 to $799	68	89	96	75	83	44	79	42	44	74	76
$800 to $899	64	88	95	73	83	47	80	40	42	72	78
$900 to $999	64	88	96	75	89	47	80	36	43	72	77
$1,000 & Over	63	87	96	73	85	44	73	40	42	74	80
ETHNICITY											
Black	60	81	92	61	75	36	51	37	40	71	69
Mexican American	55	83	92	59	73	45	69	39	37	65	73
Other	68	91	97	81	90	48	83	40	44	75	80
SEX											
Male	66	89	96	74	87	50	83	42	46	70	78
Female	62	86	95	71	81	41	72	36	39	74	78
FREE LUNCH											
Yes	58	81	93	59	75	43	60	37	37	68	66
No	67	90	96	80	88	46	79	40	43	74	79
LANGUAGE IN THE HOME											
English Only	68	90	96	82	88	45	79	39	43	77	79
Two Languages	66	88	95	73	83	46	75	39	43	70	77
Non-English	55	83	89	63	72	45	64	38	34	65	70

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POLITICAL ATTITUDES

Understands Constitutional Rights

	President should not stop criticism from media			Women should run for office and take part in government		People who cannot read or write should be able to vote		Agree that black male shown in picture should be able to vote			Agree that white male shown in picture should be able to vote		
	9	13	17	13	17	9	13	9	13	17	9	13	17
NATIONAL													
STATE	54	74	85	68	79	55	66	93	98	98	75	81	87
REGIONS	39	73	85	73	78	42	58	89	98	99	60	68	84
I													
II	38	73	88	76	83	32	56	77	99	99	56	60	88
III	35	73	85	71	81	35	58	85	97	99	52	68	92
IV	43	71	85	74	79	38	56	89	99	99	68	60	82
V	37	70	86	74	81	39	57	90	98	98	58	65	82
VI	38	70	82	73	81	40	60	93	99	99	63	70	85
VII	37	67	90	75	75	48	63	90	99	99	61	74	79
VIII	33	71	82	70	73	44	63	91	99	99	64	65	83
IX	36	73	84	70	71	42	60	91	99	99	59	62	84
X	38	71	82	77	74	47	64	91	98	98	63	75	79
XI	41	78	83	69	76	44	57	91	97	99	65	68	85
XII	35	74	87	70	75	43	60	94	99	99	54	74	[illegible]
XIII	37	73	87	78	80	51	61	88	99	99	56	66	[illegible]
XIV	43	73	83	79	82	47	60	91	99	98	63	71	87
XV	39	76	84	69	74	38	65	94	99	99	53	66	79
XVI	38	73	85	73	77	49	65	88	98	99	67	65	82
XVII	41	78	88	69	74	42	54	90	99	99	59	63	80
XVIII	40	74	85	76	77	39	58	88	98	99	63	64	83
XIX	43	74	86	69	73	42	57	89	98	97	64	67	84
XX	38	78	81	75	85	43	56	79	98	99	47	67	90
SCHOOL DISTRICT TYPES	45	72	88	72	82	46	57	88	98	98	69	72	84
Urban													
Other Central City	41	70	84	71	81	36	51	85	97	99	56	65	83
Suburban	40	72	86	75	77	43	57	88	98	99	63	66	85
Non-Metropolitan	39	76	87	75	80	46	64	92	99	99	62	72	88
Rural	38	73	85	71	77	42	58	89	99	99	61	65	82
SCHOOL DISTRICT SIZE	36	71	77	71	69	45	61	91	98	97	54	68	81
50,000 & Over													
10,000 to 50,000	41	70	84	70	81	36	50	85	97	99	56	64	82
3,000 to 10,000	41	75	86	74	79	45	62	90	99	99	60	70	88
500 to 3,000	37	74	87	75	78	43	60	91	98	99	65	68	83
Under 500	37	73	84	71	77	43	59	90	99	98	60	66	82
SCHOOL DISTRICT	37	70	78	71	73	46	62	90	98	98	56	68	82
PER PUPIL EXPENDITURE													
Under $700	39	72	83	71	81	41	58	84	99	99	56	66	84
$700 to $799	36	74	85	71	77	41	60	89	98	99	58	64	86
$800 to $899	41	74	86	74	79	44	58	89	99	99	61	68	85
$900 to $999	38	74	86	71	76	41	58	93	99	98	61	69	83
$1,000 & Over	36	72	84	73	78	41	58	91	97	99	62	69	84
ETHNICITY													
Black	35	63	71	71	82	30	42	84	97	99	57	59	81
Mexican American	38	69	83	72	81	34	53	79	98	99	56	61	85
Other	40	77	88	74	77	48	64	95	99	99	63	72	85
SEX													
Male	40	76	90	61	69	44	58	90	98	98	60	68	85
Female	37	71	81	84	87	41	58	88	99	99	60	67	84
FREE LUNCH													
Yes	36	65	76	69	81	35	50	80	97	99	57	60	84
No	40	76	86	74	78	46	62	94	99	99	62	71	84
LANGUAGE IN THE HOME													
English Only	40	76	86	74	78	46	60	95	99	99	62	71	84
Two Languages	41	72	85	75	81	45	59	91	98	99	62	68	86
Non-English	37	66	81	67	76	36	54	83	98	99	55	58	83

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POLITICAL ATTITUDES

	Understands Constitutional Rights						Supports the Political Process			
	Persons should be allowed to hold public protests		Disagree that U.S. should have only one political party		Disagree that it is wrong to criticize the government		Citizens must be free to criticize the government		Good for government to be criticized	
	13	17	13	17	13	17	13	17	13	17
NATIONAL	55	64	63	77	41	70	52	79	45	61
STATE	54	58	68	85	42	67	49	73	38	55
REGIONS										
I	47	61	69	85	34	63	39	69	22	48
II	58	62	71	84	39	67	47	68	29	52
III	51	59	62	82	31	66	43	73	36	55
IV	55	57	69	83	40	67	46	73	36	55
V	57	62	66	81	40	59	48	72	39	48
VI	51	60	70	82	41	66	52	74	39	56
VII	52	51	63	81	47	66	49	72	38	55
VIII	53	62	61	85	41	61	49	68	41	52
IX	51	48	62	88	47	68	56	69	46	59
X	50	57	67	84	45	66	52	73	41	53
XI	57	57	72	87	46	69	55	78	42	59
XII	52	58	67	83	43	64	54	77	39	59
XIII	54	62	65	86	42	66	46	71	41	60
XIV	51	57	63	85	48	67	57	73	43	57
XV	51	57	64	83	41	66	49	71	37	55
XVI	54	58	61	86	41	74	51	77	44	65
XVII	55	52	65	85	38	70	49	71	39	55
XVIII	54	58	68	92	41	72	49	77	38	55
XIX	57	63	67	89	43	66	47	73	34	51
XX	58	58	73	89	39	68	46	72	39	54
SCHOOL DISTRICT TYPES										
Urban	55	59	70	84	39	62	45	68	32	52
Other Central City	51	58	67	84	43	67	49	73	35	54
Suburban	54	59	71	86	46	71	54	77	43	57
Non-Metropolitan	53	56	63	85	40	67	46	73	39	55
Rural	55	56	65	80	39	61	47	68	38	58
SCHOOL DISTRICT SIZE										
50,000 & Over	54	59	70	83	39	61	45	68	32	52
10,000 to 50,000	53	59	70	86	44	69	51	75	39	55
3,000 to 10,000	56	54	67	85	45	68	52	72	41	55
500 to 3,000	52	56	63	85	39	67	47	75	39	56
Under 500	55	60	64	79	38	61	46	68	39	58
SCHOOL DISTRICT PER PUPIL EXPENDITURE										
Under $700	54	52	64	83	42	63	44	71	34	55
$700 to $799	53	60	66	86	39	67	45	74	38	52
$800 to $899	53	58	71	86	43	67	50	74	39	55
$900 to $999	52	58	67	87	43	70	52	73	40	55
$1,000 & Over	55	59	66	82	41	66	49	71	37	56
ETHNICITY										
Black	53	51	66	77	25	47	30	52	25	44
Mexican American	53	58	69	82	30	55	37	61	27	42
Other	54	59	68	87	50	72	57	79	45	59
SEX										
Male	59	65	69	87	48	72	54	80	41	61
Female	49	52	66	83	36	63	43	67	35	50
FREE LUNCH										
Yes	51	53	66	77	28	53	33	58	27	45
No	55	58	68	86	47	68	55	75	42	56
LANGUAGE IN THE HOME										
English Only	56	57	69	86	47	69	54	76	43	57
Two Languages	54	60	67	84	40	65	47	71	36	53
Non-English	49	57	67	79	32	51	37	58	27	44

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POLITICAL ATTITUDES

Supports the Political Process

	Disagree that criticism interrupts government's work		Agrees that when something is wrong, it is better to complain to the government than to keep quiet		Discuss with friends what other countries are doing		Discuss with parents what other countries are doing		Discuss with teachers what other countries are doing		Discuss with friends what is going on in our country	
	13	17	13	17	13	17	13	17	13	17	13	17
NATIONAL	60	84	81	86	38	45	61	61	78	81	41	53
STATE	52	79	78	84	40	46	61	60	63	79	35	53
REGIONS												
I	39	77	81	88	43	45	64	67	67	82	37	58
II	52	75	77	86	44	51	68	62	69	81	36	51
III	48	78	77	86	35	46	55	53	65	77	28	48
IV	51	82	78	86	41	50	64	65	58	77	36	56
V	54	79	78	85	39	43	57	59	66	80	28	49
VI	53	80	77	84	41	54	62	62	68	85	39	56
VII	52	76	77	77	39	35	56	52	64	78	32	44
VIII	53	75	75	85	36	43	53	58	65	76	31	51
IX	61	80	78	79	33	39	56	54	62	74	32	47
X	50	75	80	81	40	47	58	58	62	76	36	53
XI	60	83	78	85	37	43	57	52	57	79	31	49
XII	54	82	78	85	40	44	61	60	59	83	38	51
XIII	57	79	78	84	44	48	63	57	62	79	34	52
XIV	53	80	77	83	36	48	59	56	64	77	37	49
XV	51	79	77	88	38	52	62	61	67	80	33	56
XVI	58	85	75	83	34	42	53	54	67	83	32	51
XVII	49	81	76	82	40	39	56	56	61	82	35	50
XVIII	52	80	78	85	39	49	62	58	67	83	33	61
XIX	53	76	82	87	41	47	68	68	72	79	35	52
XX	49	81	79	89	39	51	65	69	65	83	37	58
SCHOOL DISTRICT TYPES												
Urban	44	74	80	84	43	50	63	66	66	81	39	55
Other Central City	50	79	77	82	41	46	61	63	63	83	34	56
Suburban	58	84	80	87	37	47	60	60	57	76	32	54
Non-Metropolitan	52	79	77	84	39	44	60	55	66	80	34	49
Rural	51	76	75	83	41	42	54	51	66	80	36	50
SCHOOL DISTRICT SIZE												
50,000 & Over	44	74	79	83	43	49	63	66	66	82	39	56
10,000 to 50,000	53	82	81	86	38	47	62	61	60	77	34	55
3,000 to 10,000	58	79	79	85	41	48	60	58	61	80	33	51
500 to 3,000	52	81	76	84	37	41	59	54	65	78	33	48
Under 500	52	77	74	82	40	45	55	53	69	83	37	52
SCHOOL DISTRICT PER PUPIL EXPENDITURE												
Under $700	48	75	80	84	42	46	64	61	63	81	38	49
$700 to $799	49	82	80	87	40	47	63	57	66	80	37	53
$800 to $899	54	80	79	85	40	46	62	61	62	76	36	54
$900 to $999	53	79	75	83	38	45	58	57	64	81	34	54
$1,000 & Over	52	79	77	83	40	48	58	60	62	81	31	51
ETHNICITY												
Black	30	59	73	75	50	48	61	56	67	86	47	48
Mexican American	38	69	78	84	45	48	68	65	67	81	37	49
Other	62	85	80	86	35	46	58	60	60	78	31	54
SEX												
Male	54	82	80	86	47	56	62	63	61	77	40	60
Female	50	77	77	83	33	38	60	58	65	81	30	46
FREE LUNCH												
Yes	34	63	76	78	46	49	63	59	66	82	39	49
No	59	81	79	85	37	46	60	60	62	79	33	53
LANGUAGE IN THE HOME												
English Only	59	82	80	85	36	43	55	56	61	78	32	51
Two Languages	51	77	79	84	42	53	67	67	66	81	36	57
Non-English	35	65	77	81	47	50	67	66	64	81	39	50

POLITICAL ATTITUDES

Supports the Political Process

	Discuss with parents what is going on in our country		Discuss with teachers what is going on in our country		Has worked to bring about changes in school	
	13	17	13	17	13	17
NATIONAL	67	72	74	84	68	69
STATE	62	67	61	80	62	65
REGIONS						
I	71	72	62	81	69	64
II	66	64	68	81	67	62
III	56	66	61	75	56	68
IV	63	72	58	77	59	66
V	57	68	60	81	61	70
VI	60	70	67	87	62	65
VII	57	61	62	80	62	67
VIII	58	66	65	76	60	63
IX	57	63	60	78	53	62
X	59	60	57	80	64	69
XI	58	61	60	79	58	62
XII	62	69	59	84	61	68
XIII	63	70	63	78	61	69
XIV	60	66	68	80	58	68
XV	63	71	62	80	57	69
XVI	63	64	67	84	54	64
XVII	62	66	61	81	62	72
XVIII	64	73	60	85	59	65
XIX	66	72	68	79	66	52
XX	67	69	66	82	69	59
SCHOOL DISTRICT TYPES						
Urban	65	69	67	79	70	66
Other Central City	63	69	60	83	62	66
Suburban	61	67	56	78	55	61
Non-Metropolitan	61	65	63	81	62	68
Rural	59	60	64	80	63	76
SCHOOL DISTRICT SIZE						
50,000 & Over	65	70	67	80	70	67
10,000 to 50,000	62	67	59	80	57	61
3,000 to 10,000	62	67	58	82	63	63
500 to 3,000	59	64	61	78	59	70
Under 500	59	66	67	82	62	76
SCHOOL DISTRICT PER PUPIL EXPENDITURE						
Under $700	67	63	60	82	64	68
$700 to $799	64	65	66	83	68	65
$800 to $899	62	68	63	77	59	62
$900 to $999	61	66	63	82	61	64
$1,000 & Over	59	68	56	81	62	71
ETHNICITY						
Black	67	64	67	85	79	75
Mexican American	67	65	65	81	70	59
Other	59	68	58	79	54	65
SEX						
Male	63	70	59	78	62	63
Female	61	64	63	82	62	67
FREE LUNCH						
Yes	65	65	62	83	72	65
No	61	67	61	79	58	65
LANGUAGE IN THE HOME						
English Only	58	65	60	79	56	65
Two Languages	66	70	64	81	65	68
Non-English	66	66	63	80	69	59

POLITICAL ATTITUDES

Understands the Necessity for Law

	Unfair laws should be changed			Talking things over with another nation better than fighting		Importance of obeying the law		Laws protect everyone's rights		Looking for teacher or principal to stop students fighting is correct action		
	9	13	17	13	17	9	13	9	13	9	13	17
NATIONAL	78	91	96	95	95	91	68	54	77	70	41	29
STATE	73	91	96	94	97	94	77	63	74	87	32	36
REGIONS												
I	56	89	95	94	97	90	79	53	71	84	37	46
II	62	90	96	94	98	93	77	62	75	86	28	37
III	73	91	98	94	95	95	79	67	75	88	37	38
IV	76	92	96	93	97	92	77	58	72	88	34	35
V	75	93	97	96	97	95	80	70	76	89	29	32
VI	75	89	98	95	95	94	76	64	74	91	32	35
VII	80	92	98	94	97	95	81	64	74	89	27	37
VIII	74	93	95	94	95	95	81	63	71	87	30	30
IX	77	91	95	94	95	96	77	63	74	86	28	31
X	75	89	96	94	97	95	78	65	71	85	28	42
XI	74	93	95	95	97	96	74	69	76	92	26	29
XII	76	92	98	96	97	96	78	71	76	89	32	36
XIII	72	89	97	93	97	94	71	69	79	86	36	38
XIV	78	92	98	93	94	98	79	66	78	79	34	31
XV	68	91	97	96	96	95	81	69	78	87	33	45
XVI	75	96	99	94	95	95	77	67	80	89	29	28
XVII	71	91	97	93	98	93	75	58	73	88	28	30
XVIII	68	92	97	95	94	90	77	61	76	85	30	25
XIX	68	92	96	94	97	93	76	57	79	85	31	42
XX	69	86	97	93	98	95	75	61	72	88	38	36
SCHOOL DISTRICT TYPES												
Urban	67	88	95	92	97	92	80	56	66	84	35	43
Other Central City	74	92	97	95	97	95	77	64	72	86	33	36
Suburban	77	92	97	94	97	95	72	66	78	88	28	33
Non-Metropolitan	72	91	96	94	96	94	79	63	75	89	33	34
Rural	72	90	97	94	97	93	82	64	77	88	30	33
SCHOOL DISTRICT SIZE												
50,000 & Over	68	88	95	92	97	92	80	56	66	84	35	43
10,000 to 50,000	74	92	96	94	97	94	74	65	76	88	31	35
3,000 to 10,000	76	92	96	94	96	95	76	64	75	88	28	33
500 to 3,000	72	91	97	94	97	96	79	65	76	89	33	34
Under 500	71	90	97	94	96	93	82	65	75	87	33	34
SCHOOL DISTRICT PER PUPIL EXPENDITURE												
Under $700	66	90	97	94	98	91	76	58	71	87	37	38
$700 to $799	74	91	95	93	97	96	78	64	77	91	30	35
$800 to $899	73	91	96	94	97	95	75	63	75	85	31	36
$900 to $999	75	91	97	95	96	93	76	64	73	90	30	34
$1,000 & Over	74	90	97	94	96	93	80	64	71	87	32	36
ETHNICITY												
Black	67	88	95	94	97	91	86	48	60	82	35	41
Mexican American	57	87	94	92	97	91	78	52	68	85	36	45
Other	80	93	97	94	97	96	74	70	79	89	29	33
SEX												
Male	73	90	97	92	95	93	72	61	71	83	24	20
Female	72	91	96	96	98	95	81	64	76	91	39	50
FREE LUNCH												
Yes	58	86	94	92	97	90	80	49	64	85	35	42
No	80	93	97	94	97	96	76	69	78	89	30	35
LANGUAGE IN THE HOME												
English Only	81	94	97	96	97	97	76	69	78	89	29	34
Two Languages	73	91	96	94	96	94	79	65	74	88	33	39
Non-English	59	86	94	91	95	92	77	52	65	86	37	45

SOCIAL ATTITUDES
Supports Equal Opportunity

	Women should receive same pay as men for same work			Getting job shouldn't depend on sex, skin color, political opinion, or religion		Should depend on abilities & skills		Job applic. of ex-convict & handi. person should be considered		Job application of 68-year-old & 15-year-old should be considered		Qualified person should get job regardless of color, religion or nationality		Persons should not be kept out of important positions because of race or religion		Women should have same rights as men	
	9	13	17	13	17	17	17	13	17	13	17	13	17	13	17	13	17
NATIONAL	86	95	95	66	79	73	68	95	97	79	82	53	62				
STATE	82	94	97	72	85	76	55	95	94	79	81	67	60				
REGIONS																	
I	69	94	98	65	87	69	52	95	97	75	89	79	69				
II	77	95	97	74	89	78	59	95	98	79	83	75	70				
III	84	94	96	73	81	69	54	95	95	77	80	66	58				
IV	83	93	97	74	85	75	51	95	95	80	81	66	61				
V	92	94	97	80	85	85	58	95	93	79	75	67	63				
VI	85	94	98	74	83	76	56	95	94	76	77	64	56				
VII	84	95	96	74	80	79	56	94	93	80	74	60	54				
VIII	79	95	96	75	83	77	54	95	95	79	75	66	51				
IX	84	95	97	79	88	72	54	92	95	81	78	72	52				
X	81	94	97	70	84	77	52	95	92	79	81	61	55				
XI	84	94	98	76	87	77	55	94	95	78	81	64	61				
XII	84	96	98	74	88	81	68	95	96	79	81	67	63				
XIII	87	93	96	73	87	74	53	97	94	81	81	73	65				
XIV	75	92	97	71	84	79	63	93	94	77	80	63	51				
XV	82	95	99	74	85	71	57	95	98	84	81	64	54				
XVI	86	94	97	75	84	76	61	95	93	82	80	60	47				
XVII	83	95	97	70	83	74	55	96	93	81	81	68	56				
XVIII	83	95	96	73	83	79	65	96	91	81	79	69	58				
XIX	81	96	98	71	87	78	65	96	95	79	89	73	70				
XX	81	93	98	68	89	75	52	93	94	76	86	74	68				
SCHOOL DISTRICT TYPES																	
Urban	79	92	98	64	84	73	47	94	95	78	84	69	64				
Other Central City	81	95	97	74	86	78	60	95	94	80	81	71	61				
Suburban	85	95	97	78	87	79	56	95	94	81	82	68	62				
Non Metropolitan	82	94	97	72	84	76	58	95	94	77	79	64	56				
Rural	82	95	96	72	81	73	53	95	92	79	78	68	52				
SCHOOL DISTRICT SIZE																	
50,000 & Over	79	92	98	64	84	73	47	94	95	78	84	68	64				
10,000 to 50,000	83	95	97	77	87	77	57	95	94	81	82	69	60				
3,000 to 10,000	84	95	97	74	86	80	57	95	95	79	81	66	62				
500 to 3,000	82	94	97	73	85	76	57	95	93	78	79	65	56				
Under 500	81	94	97	75	80	72	55	95	94	78	77	67	56				
SCHOOL DISTRICT PER PUPIL EXPENDITURE																	
Under $700	79	94	98	69	87	75	57	96	94	79	84	69	65				
$700 to $799	82	94	97	70	86	79	55	93	95	77	82	66	55				
$800 to $899	81	94	97	74	86	76	54	95	94	81	82	67	62				
$900 to $999	82	93	97	72	83	75	59	93	93	79	78	66	60				
$1,000 & Over	86	95	96	72	84	78	53	96	94	77	79	67	59				
ETHNICITY																	
Black	73	93	97	56	76	72	41	93	98	76	84	75	58				
Mexican American	71	93	98	62	85	68	49	94	98	75	87	74	70				
Other	88	95	97	80	87	79	59	95	93	81	79	62	59				
SEX																	
Male	79	90	95	70	82	75	55	93	91	73	74	58	55				
Female	85	98	99	75	88	78	56	96	97	85	87	76	65				
FREE LUNCH																	
Yes	71	93	97	58	78	71	48	93	96	72	85	73	64				
No	87	95	97	78	86	77	56	96	94	82	81	65	60				
LANGUAGE IN THE HOME																	
English Only	88	96	97	79	86	78	57	96	94	82	80	64	58				
Two Languages	85	95	97	73	86	77	54	95	96	82	85	70	65				
Non-English	72	92	96	58	79	62	46	93	96	73	83	73	65				

SOCIAL ATTITUDES
Supports Equal Opportunity

SOCIAL ATTITUDES
Respects and Shows Concern for Others

	Swimming pool should admit people of all races and nationalities		Hotels should not refuse persons because of race or nationality		Girls & boys should be allowed on the same baseball team		Ask handicapped person to play on baseball team	Pick person on kickball team who does not play well	Listens & understands feelings of others when school rules are changed	Would not hide breakage and would accept blame for own actions	Would do something about eliminating litter on playground	Indications of how well students work with group
	13	17	13	17	9		9	9	9	9	13	9	9
NATIONAL	78	82	84	90	74		86	56	71	56	52	94	13
STATE	77	80	80	89	72		83	52	78	54	55	98	8
REGIONS													
I	82	93	74	91	67		73	40	75	37	61	97	7
II	83	87	77	90	73		75	49	75	47	53	98	6
III	71	70	83	85	76		88	55	76	56	58	98	10
IV	76	79	83	91	73		79	46	77	53	55	96	7
V	70	67	81	84	71		84	55	80	58	60	98	11
VI	74	68	79	87	68		87	57	79	58	58	97	13
VII	62	61	83	84	72		85	49	79	56	57	97	8
VIII	62	60	78	85	70		83	56	77	54	48	96	10
IX	81	74	82	87	70		89	55	75	51	53	97	8
X	76	80	76	87	67		86	54	80	58	54	99	9
XI	79	82	80	90	70		90	55	83	58	50	98	9
XII	78	81	84	90	72		88	57	78	53	60	98	11
XIII	83	84	80	91	79		84	51	80	56	58	95	8
XIV	77	81	81	89	69		86	51	81	60	60	96	7
XV	88	84	84	90	78		81	47	79	56	60	98	7
XVI	80	77	86	88	67		90	56	79	61	58	97	8
XVII	81	76	79	87	74		83	56	74	51	52	98	6
XVIII	81	75	81	84	74		78	53	78	54	58	99	5
XIX	88	95	81	94	73		77	48	73	43	51	97	7
XX	83	92	73	92	76		84	54	78	52	55	98	8
SCHOOL DISTRICT TYPES													
Urban	77	86	76	91	70		77	49	78	53	53	96	9
Other Central City	78	77	80	88	74		83	54	79	53	57	98	7
Suburban	81	82	82	90	73		86	50	78	56	56	98	8
Non-Metropolitan	75	74	80	87	72		85	53	78	53	56	98	8
Rural	72	69	78	84	66		84	55	76	53	53	97	7
SCHOOL DISTRICT SIZE													
50,000 & Over	77	85	75	91	70		77	49	78	53	53	96	9
10,000 to 50,000	81	82	81	89	76		85	51	78	55	56	98	8
3,000 to 10,000	78	75	81	89	70		84	53	78	54	54	98	8
500 to 3,000	73	75	80	87	71		85	53	79	54	57	98	8
Under 500	72	72	77	86	66		86	55	75	53	55	98	8
SCHOOL DISTRICT PER PUPIL EXPENDITURE													
Under $700	80	85	75	89	72		80	49	76	47	57	98	7
$700 to $799	78	82	79	91	65		85	54	80	57	57	98	9
$800 to $899	79	81	81	89	75		83	53	78	54	55	97	9
$900 to $999	74	74	80	86	72		86	51	82	57	54	98	7
$1,000 & Over	76	77	79	89	69		83	49	77	55	54	97	7
ETHNICITY													
Black	80	91	74	89	62		74	55	77	44	50	97	9
Mexican American	82	94	71	93	69		72	48	75	42	54	98	4
Other	75	75	84	88	75		89	52	80	60	57	98	9
SEX													
Male	77	78	77	85	64		82	48	77	53	48	96	8
Female	78	81	82	92	79		84	55	80	55	62	99	9
FREE LUNCH													
Yes	79	91	69	88	66		73	51	76	42	51	98	6
No	77	78	84	89	75		88	52	79	60	57	97	9
LANGUAGE IN THE HOME													
English Only	76	77	85	89	75		89	54	81	61	58	98	10
Two Languages	81	83	80	90	74		85	52	80	54	56	98	10
Non-English	77	90	68	88	68		74	50	77	41	53	98	4

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APPENDIX E

ESTIMATED PERCENTAGES OF TEXAS STUDENTS BY ETHNIC GROUP FOR AGES 9, 13, AND 17

	AGE 9			AGE 13			AGE 17		
Region	Black	Mexican American	Other	Black	Mexican American	Other	Black	Mexican American	Other
	%	%	%	%	%	%	%	%	%
1	*	87	12	*	87	13	*	72	28
2	2	65	33	1	58	41	3	46	51
3	10	32	58	13	29	59	9	17	74
4	21	14	65	21	16	63	18	6	76
5	20	2	78	22	2	77	25	1	74
6	14	6	79	16	4	80	14	2	84
7	25	1	74	22	1	77	23	*	77
8	27	*	73	20	*	80	21	*	79
9	7	10	82	6	5	89	5	4	92
10	21	4	75	28	8	64	19	4	78
11	12	8	80	15	5	80	6	6	88
12	15	9	76	16	9	75	13	5	82
13	7	21	72	9	20	71	7	14	78
14	5	12	83	4	21	74	6	8	87
15	3	29	69	4	28	68	2	19	79
16	4	17	79	5	13	82	3	6	91
17	4	36	60	7	34	59	7	11	83
18	5	35	60	5	30	66	4	11	85
19	4	66	30	4	57	39	5	54	41
20	7	50	43	4	63	33	4	37	58
State	13	25	62	15	24	61	12	14	74

*Less than ½%.

**Due to rounding to whole numbers, the total percentages of the three ethnic groups in some cases will not equal 100%.